

# **School Support and Readiness Assessment & School Monitoring Visit Summary Beginning of Year (SSRA/SITM-BOY)**

**School:** Twin Lakes Elementary

**LEA:** Gallup-McKinley County Schools

**School Leader:** Elna Go

**LEA Leader:** Wade Bell

**SSRA Team Leader:** Robyn Cook

**Date:** October 14, 2024

## **School Description**

Twin Lakes Elementary is dedicated to fostering a supportive and inclusive learning environment where all students can thrive academically, socially, psychologically, and emotionally. The school strives to maintain clear expectations and guidelines that promote success for every student while ensuring that staff members feel engaged in meaningful work. With a mission to provide each child with a highly effective and quality education, Twin Lakes emphasizes blended learning in a safe and positive setting. The school serves a predominantly Native American student population. About 61% of the students are economically disadvantaged, and 39% are English learners (ELs).

## **School Successes and Celebrations**

Twin Lakes Elementary has experienced notable successes in academic growth and student performance. For the NM-MSSA (New Mexico Measures of Student Success and Achievement) English language arts (ELA) assessments, the school achieved a growth proficiency of 11%, earning the second district ranking for the 2022-2023 school year. A 6.7% growth proficiency in 2023-2024 secured the fourth district ranking. In the NM-ASR (New Mexico Assessment of Science Readiness) assessment, the school showed a growth proficiency of 1.5%, placing seventh in the district. Student discipline issues have been minimal, reflecting a positive school environment. Attendance rates have also been strong, with 97.96% in August 2024, 93.50% in September, and 92.71% in October.

## **Year-End Goals, Action Steps, and Progress Monitoring**

Twin Lakes Elementary School has been designated Comprehensive Support and Improvement (CSI) for Free and Reduced Lunch and ELs.

### **School Performance Trend Data**

**Istation - Reading Percentage Proficient**

	School	K	1st	2nd	EL	FRL
<b>2022</b>	26	10	12	55	**	**
<b>2023</b>	22	23	15	28	**	**
<b>2024</b>	37	17	27	18	**	**
<b>2025 (Goal)</b>	47	26	38	57	**	**

**NM-MSSA - ELA Percentage Proficient**

	School	3rd	4th	5th	EL	FRL
<b>2022</b>	25	30	22	23	12	25
<b>2023</b>	26	18	30	28	20	**
<b>2024</b>	36	37	37	31	12	**
<b>2025 (Goal)</b>	46	47	47	41	22	**

**Istation - Math Percentage Proficient**

	School	K	1st	2nd	EL	FRL
<b>2022</b>	39	50	56	12	**	**
<b>2023</b>	26	46	75	16	**	**
<b>2024</b>	58	36	73	18	**	**
<b>2025 (Goal)</b>	68	46	83	28	**	**

**NM-MSSA - Math Percentage Proficient**

	School	3rd	4th	5th	EL	FRL
<b>2022</b>	21	18	14	33	22	21
<b>2023</b>	17	6	10	33	25	**
<b>2024</b>	23	31	31	15	12	**
<b>2025 (Goal)</b>	33	41	41	25	22	**

**NM-ASR - Science Percentage Proficient**

	<b>School</b>	<b>EL</b>	<b>FRL</b>
<b>2022</b>	24	17	24
<b>2023</b>	26	20	**
<b>2024</b>	27	27	27
<b>2025 (Goal)</b>	37	37	37

**Attendance Rate - Percentage**

	<b>School</b>	<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>EL</b>	<b>FRL</b>
<b>2022</b>	**	**	**	**	**	**	**	**	**
<b>2023</b>	**	**	**	**	**	**	**	**	**
<b>2024</b>	94.23	90.75	91.5	97	96.61	92.38	97.48	**	**
<b>2025 (Goal)</b>	95	95	95	95	95	95	95	95	95

**Summative and Benchmark Goals**

English Language Proficiency (ELP) Summative Goals

- 30% of 3rd Grade students will meet or exceed expectations on the WIDA ACCESS assessment.
- 50% of 4th Grade students will meet or exceed expectations on the WIDA ACCESS assessment.
- 50% of 5th Grade students will meet or exceed expectations on the WIDA ACCESS assessment.

ELP Benchmark Goals

- 3rd-grade students will consistently demonstrate an increase of 5% on each quarterly iMSSA (Interim Measures of Student Success and Achievement) ELA assessment, with a 15% total increase by the end of the 3rd quarter.
  - BOY will increase from 0% to 5%.
  - MOY will increase from 5% to 10%.
  - EOY will increase from 10% to 15%.
- 4th-grade students will consistently demonstrate an increase of 5% on each quarterly iMSSA ELA assessment, with a 15% total increase by the end of the 3rd quarter.
  - BOY will increase from 0% to 5%.
  - MOY will increase from 5% to 10%.

- EOY will increase from 10% to 15%.
- 5th-grade students will consistently demonstrate an increase of 5% on each quarterly iMSSA ELA assessment, with a 15% total increase by the end of the 3rd quarter.
  - BOY will increase from 0% to 5%.
  - MOY will increase from 5% to 10%.
  - EOY will increase from 10% to 15%.

#### English Language Arts Summative Goals

- 38% (8 students) of 3rd Grade students will meet or exceed expectations on the 2025 NM-MSSA ELA assessment.
- 36% (9 students) of 4th Grade students will meet or exceed expectations on the 2025 NM-MSSA ELA assessment.
- 32% (10 students) of 5th Grade students will meet or exceed expectations on the 2025 NM-MSSA ELA assessment.

#### Benchmark Goals

- All 3rd Grade students will consistently demonstrate an increase of 12% on each quarterly ELA interim assessment, with at least 38% proficient by the end of the year.
- All 4th-grade students will consistently demonstrate an increase of 12% on each quarterly ELA interim assessment, with at least 36% proficient by the end of the year.
- All 5th-grade students will consistently demonstrate an increase of 11% on each quarterly ELA interim assessment, with at least 32% proficient by the end of the year.

#### Mathematics Summative Goals

- 38% (8 students) of 3rd Grade students will meet or exceed expectations on the 2025 NM-MSSA math assessment
- 24% (6 students) of 4th Grade students will meet or exceed expectations on the 2025 NM-MSSA math assessment
- 26% (8 students) of 5th Grade students will meet or exceed expectations on the 2025 NM-MSSA math assessment

#### Benchmark Goals

- All 3rd-grade students will consistently demonstrate an increase of 12% on each quarterly math interim assessment, with at least 38% proficient by the end of the year.
- All 4th-grade students will consistently demonstrate an increase of 8% on each quarterly math interim assessment, with at least 24% proficient by the end of the year.
- All 5th-grade students will consistently demonstrate an increase of 11% on each quarterly math interim assessment, with at least 32% proficient by the end of the year.

#### Science Summative Goals

- For the Spring 2024 NM-ASR assessment, 5th Graders were 27.5% proficient. 37.5% of 5th Grade students will meet or exceed expectations on the 2025 NM-ASR assessment, a 10% increase.

#### Benchmark Goal

- 5th-grade students will consistently demonstrate an increase of 3.3% on each quarterly interim

assessment (science), with a 10% total increase by the end of the third quarter.

**Desired Outcome, Action Steps, Monitoring**

**Focus Area: School Leadership and Systems - ELP**

100% of teachers will implement effective layer one core instruction by providing research-based EL strategies in every classroom.

1. Teachers will receive refresher professional development (PD) on Sheltered Instruction Observation Protocol (SIOP) strategies to implement in each classroom.
2. Classroom walkthroughs (CWTs) will be conducted to ensure teachers use research-based EL instructional strategies (SIOP) during classroom instruction.
3. The administrative team will review the CWT data to determine additional support and PD to address deficiencies in providing SIOP strategies in classrooms.

**Monitoring:**

**iMSSA - Reading Percentage Progress**

	<b>Needs Support</b>	<b>Near Target</b>	<b>On Target</b>
<b>3rd - BOY</b>	100	0	0
3rd - MOY	90	10	0
3rd - EOY	80	10	10
<b>4th - BOY</b>	87	0	13
4th- MOY	77	10	13
4th - EOY	67	15	18
<b>5th - BOY</b>	92	0	8
5th - MOY	82	10	8
5th - EOY	72	15	13

**EL iMSSA - Language Usage Percentage Proficient**

	<b>Needs Support</b>	<b>Near Target</b>	<b>On Target</b>
<b>3rd - BOY</b>	100	0	0
3rd - MOY	90	10	0
3rd - EOY	80	10	10
<b>4th - BOY</b>	75	0	25

4th- MOY	65	10	25
4th - EOY	55	15	30
<b>5th - BOY</b>	92	0	8
5th - MOY	82	10	8
5th - EOY	72	15	13

**EL iMSSA - Math Percentage Proficient**

	<b>Needs Support</b>	<b>Near Target</b>	<b>On Target</b>
<b>3rd - BOY</b>	100	0	0
3rd - MOY	90	10	0
3rd - EOY	80	10	10
<b>4th - BOY</b>	100	0	0
4th- MOY	90	10	0
4th - EOY	80	10	10
<b>5th - BOY</b>	100	0	0
5th - MOY	90	10	0
5th - EOY	80	10	10

**Focus Area: School Leadership and Systems - ELA**

100% of teachers will submit weekly check-ins, such as Facilitation Slides, weekly assessments, and data analysis, on time as measured by classroom walkthrough data and administrative check-ins.

1. Administrators will oversee and evaluate classroom discussions regarding student performance data after completing weekly assessments. This will ensure that data-driven instructional strategies are implemented effectively to support student learning and growth.
2. Teachers will be responsible for completing weekly check-outs that include the following components: facilitation slides, data analysis, formative assessments, grade tracking, and pacing guides. This accountability measure is designed to ensure that educators are effectively monitoring and enhancing student learning outcomes.
3. Explicit norms and protocols for the professional learning community (PLC) meetings will be established to ensure productive discussions and minimize off-track conversations or sidebars. Time will be utilized effectively and efficiently, with desired outcomes outlined to support corrective teaching instructional practices. This structured approach will facilitate academic

growth and improve overall teaching effectively.

**Monitoring:**

**Istation - Reading Percentage Proficient**

	School	K	1st	2nd
<b>BOY</b>	23	6	18	37
<b>MOY (Goal)</b>	27	16	28	47
<b>EOY (Goal)</b>	37	26	38	57

**iMSSA - Reading Percentage Proficient**

	School	3rd	4th	5th
<b>2023 EOY</b>	32	31	34	31
<b>2024 EOY</b>	31	32	26	32
<b>2025 BOY</b>	20	23	13	23
<b>2025 MOY (Goal)</b>	31	37	23	33
<b>2025 EOY (Goal)</b>	41	47	33	43

**iMSSA - Language Usage Percentage Proficient**

	School	3rd	4th	5th
<b>2023 EOY</b>	30	31	34	24
<b>2024 EOY</b>	31	35	41	44
<b>2025 BOY</b>	28	13	42	28
<b>2025 MOY (Goal)</b>	39	23	56	38
<b>2025 EOY (Goal)</b>	49	33	66	48

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

85% of teachers will dive deeper into their weekly analysis during PLC meetings to determine the following action steps to drive instruction as measured by student growth.

1. Teachers will utilize weekly data analysis to unpack standards for corrective teaching of the misconceptions and skills the following week. Every Friday, teachers will collaborate to modify strategies tailored to individual students and class needs.

- Administrators will facilitate data-driven discussions using guided questions during PLC meetings to support teachers in developing the scope and sequence of the curriculum and pinpoint specific concepts and skills that students have struggled with historically.
- The administrators will have weekly data talks with teachers to discuss the next steps in structuring classroom instruction and intervention.

**Monitoring:**

**Istation - Math Percentage Proficient**

	School	K	1st	2nd
<b>BOY</b>	12	6	15	15
<b>MOY (Goal)</b>	16	16	25	25
<b>EOY (Goal)</b>	20	26	35	35

**iMSSA - Percentage Proficient**

	School	3rd	4th	5th
<b>2023 EOY</b>	25	22	23	29
<b>2024 EOY</b>	24	32	15	41
<b>2025 BOY</b>	0	6	7	3
<b>2025 MOY (Goal)</b>	19	16	27	13
<b>2025 EOY (Goal)</b>	26	29	37	23

**Focus Area: Layer 1 Instruction/interventions - Science**

100% of 5th-grade teachers will provide effective science instruction utilizing Project Lead the Way (PLTW) resources.

- Teachers will receive training on using and implementing PLTW resources and supplies.
- During grade-level meetings, administrators and teachers will review science formative assessment data bi-monthly to align PLTW instructional resources with students' needs.
- The administrators will review the CWT data to determine additional support and PD to address deficiencies in providing PLTW instruction in classrooms.

**Monitoring:**

The school will utilize walkthrough data to ensure the curriculum is used, instruction is gradually released, checks for understanding are conducted, and student engagement increases.

**DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE**



#### Promising Practices:

Twin Lakes Elementary has established a solid instructional infrastructure supported by a welcoming and engaged school community. Families feel valued and supported, contributing to a positive school culture. The school hosts Family Academic Nights, where resources are shared with parents and families to help students succeed at home beyond traditional homework assignments. Additionally, the high student enthusiasm for learning is reflected in solid attendance rates, as students are excited to attend school and actively participate in their education.

#### Opportunities for Growth:

At Twin Lakes Elementary, there are vital opportunities for growth in the instructional infrastructure, particularly in enhancing language support and consistency in systems like attendance. Efforts are underway to create a language-rich environment that actively engages families and the community. Priorities include providing differentiated instruction tailored to individual student needs, focusing on vocabulary building, and utilizing visual aids. Training teachers to accommodate diverse language levels and learning styles is essential. Providing more professional development for staff on WIDA and ACCESS assessments is vital to support continued growth. Teachers should understand these tools more deeply to better inform instructional planning and differentiation. Additionally, sharing student data from WIDA ACCESS with educators will allow for more targeted and practical instruction. This data should also be shared with parents to foster stronger family connections and to provide families with the information they need to support their child's progress at home.

#### Potential Next Steps:

The school will track the ELs, share their WIDA data with teachers for a data dive for instructional needs, and then share with families for additional support at home.

### **DOMAIN 5: SUPPORT & ACCOUNTABILITY**

#### Promising Practices:

Twin Lakes Elementary has implemented strong support and accountability practices by designing and structuring its Professional Learning Community (PLC). With dedicated time for teacher collaboration—professional development on Thursdays and data analysis on Fridays—teachers can reflect on their teaching and work together to improve student outcomes. Students also take greater ownership of their learning, contributing to a more engaged classroom environment. Focusing on Data-Driven Instruction (DDI) has brought structure to the school's approach, enabling staff to analyze data effectively and identify clear next steps to support student growth and achievement.

#### Opportunities for Growth:

Twin Lakes Elementary has several opportunities to strengthen support and accountability, particularly in staff communication and instructional practices. Enhancing relationships among staff through more open and vulnerable conversations within PLC meetings is essential, as well as addressing compliance issues through difficult but necessary discussions. Instructional practices could be improved by focusing on critical look-fors such as student engagement, checking for understanding, and implementing a gradual release model. Providing more explicit strategies for ELs, mainly through SIOP, is another area for growth. Establishing a more formal process for giving and receiving

feedback—through face-to-face interactions, walk-throughs, and observations—will ensure that expectations are met with greater fidelity. Expanding student opportunities and providing actionable and consistent feedback will further support these efforts.

Potential Next Steps:

The leadership will prioritize more planning time for teachers during the week to prepare them for collaboration and open conversations during PLC meetings. Planning time will be monitored through facilitation slides (lesson plans), looking for SIOP strategies to support ELs.