School Improvement and Transformation Monitoring Visit Summary
Beginning of Year
(SITM-BOY)

School: Mountain View Middle School	**LEA:** Alamogordo Public Schools
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SITM Team Leader: Robyn Cook	**Date:** October 30, 2024

School Description

Mountain View Middle School (MVMS) envisions a community built on respect and kindness, where learning is engaging and innovative, students' achievements and individual strengths are celebrated, and lifelong learners are developed. Through collaborative and forward-thinking education, the school aims to create a challenging, globally competitive environment grounded in responsibility, service, respect, and compassion. While these mission and vision statements provide a strong foundation, MVMS is dedicated to refining these principles to deepen its impact on all stakeholders.

In alignment with the district's strategic planning initiative, MVMS is partnering with the Learner-Centered Collaborative to establish a district-wide "Portrait of a Learner," which will shape the school's specific purpose, vision, and mission and be outlined in the campus guidebook *Beyond the View*. A collaborative workshop with teachers in early August began defining core values—Respect, Opportunity, Accountability, and Responsibility (ROAR)—that will guide decision-making and foster a culture focused on student achievement.

Through these values, MVMS is dedicated to preparing resilient, unified, and capable students ready to navigate a dynamic world. The student body at MVMS is 77.64% White, 12.84% Black, 4.35% Native American, 4.76% Asian, 51.55% Hispanic, and 0.41% Pacific Islander. Additionally, 27.54% of students receive special education services, 5.9% are English learners, 41.82% are economically disadvantaged, 20.29% come from military families, and 1.86% are experiencing homelessness.

School Successes and Celebrations

Mountain View Middle School is celebrating significant successes this year across interventions, attendance, and academics. The school introduced a daily advisory class for all grade levels, providing targeted math, reading, and social-emotional learning (SEL) support. Students were carefully placed into advisory groups based on NM-MSSA (New Mexico Measures of Student Success and Achievement) assessment data, ensuring those needing the most intensive math or reading support were assigned to certified teachers in

those subjects. Thanks to this structured intervention, MVMS students have excelled in the district's monthly reading intervention competition, winning awards in September and October for the first time. The program is yielding nearly double the recommended unit growth, and the school is optimistic for continued success in the spring.

Improving student attendance has also been a significant focus. MVMS implemented a tiered "step" plan to address chronic absenteeism, proactively involving administrators, the family engagement facilitator, and the district truancy officer in creating early action plans for students at risk. Combined with the district's "Be Here Alamo" campaign, these efforts have led to a notable reduction in the chronically absent rate, from 14.23% in October 2023 to 8.02% in October 2024.

In academics, MVMS students are showing solid progress early in the year. Across all grade levels, the beginning-of-year iMSSA assessments revealed that on-target scores were higher than those recorded at the same time last year, demonstrating initial growth and setting the stage for further achievement in the coming spring.

NM DASH Development and Implementation

The school's 90-Day Plan addresses academics and culture. The school has identified three contributing factors to low performance rates for English learners (ELs): (1) lack of teacher training on EL strategies, (2) lack of planning for success, and (3) lack of data-driven instruction.

The desired outcomes include:

ELA - 100% of ELA teachers will analyze iMSSA and common formative assessment (CFA) data to intentionally build targeted strategies of rigor into layer one instruction with critical writing products that assess mastery of essential standards in their content areas.

Math - 100% of math teachers will analyze iMSSA and CFA data to intentionally build targeted strategies of rigor into layer one instruction with critical writing products that assess mastery of essential standards in their content areas.

Science - 100% of science teachers will analyze NM-ASR (New Mexico Assessment of Science Readiness) and CFA data to intentionally build targeted strategies of rigor into layer one instruction with critical writing products that assess mastery of essential standards in their content areas.

ELP (English Language Proficiency) - 100% of teachers will intentionally plan for and implement specific Sheltered Instruction Observation Protocol (SIOP) strategies for ELs on each weekly lesson frame.

School Progress

Current Three-year Data Trends

NM-MSSA - ELA Percentage Proficient

	School	6th	7th	8th	EL
2022	31	33	32	28	<10
2023	36	33	38	38	23
2024	39	33	34	50	17
2025 (Goal)	54	48	49	65	25

2025 ELA Goal
- Summative - NM-MSSA 2024-2025 ELA student proficiency scores will reflect an increase of 17% for all students in 6th grade, 16% for all students in 7th grade, and 10% for all students in 8th grade.
- Benchmark - Proficient scores will increase by 4.25 percentage points each quarter or 8.75 percentage points each semester in 6th grade, 4.00 percentage points each quarter or 8.00 percentage points each semester in 7th grade, and 2.5 percentage points each quarter or 5.00 percentage points each semester in 8th grade as measured by the Cognia ELA short-cycle assessment.

MSSA - Math Percentage Proficient

	School	6th	7th	8th	EL
2022	25	31	22	21	<10
2023	22	25	22	19	11
2024	23	22	20	26	6
2025 (Goal)	38	37	35	41	15

2025 Math Goal
- Summative - NM-MSSA 2024-2025 math proficiency scores will reflect a 15 percentage point increase for all students in each grade level (6th - 8th).
- Benchmark - Student proficiency will increase by 3.75 percentage points each quarter, or 7.5 percentage points per semester, for a total increase of 15% annual growth for all students as measured by the Cognia math short cycle assessment.

NM-ASR - Science Percentage Proficient

	8th	EL
2022	35	25
2023	34	<20
2024	0	<20
2025 (Goal	15	10

2025 Science Goal
- Summative - NM-ASR 2024-2025 science proficiency scores will reflect a 15 percentage point increase for all students in eighth-grade.
- Benchmark—Student proficiency will increase by 3.75 percentage points each quarter on Common Formative Assessments (CFAs) or 7.5 percentage points per semester, for a total of 15% annual growth for all students as measured by the NM-ASR assessment.

iMSSA - Reading Percentage Proficient

	School	6th	7th	8th
2022 EOY	46	56	46	36
2023 EOY	27	23	19	40
2024 EOY	33	22	34	44
2025 BOY	21	19	21	22
2025 MOY (Goal)	30	30	30	30
2025 EOY (Goal)	48	37	49	59

iMSSA - Language Usage Percentage Proficient

	School	6th	7th	8th
2022 EOY	50	57	53	40
2023 EOY	24	28	23	21
2024 EOY	27	22	36	24
2025 BOY	18	20	22	13
2025 MOY (Goal)	30	30	30	30

2025 EOY (Goal)	42	37	51	39

iMSSA - Math Percentage Proficient

	School	6th	7th	8th
2022 EOY	13	15	16	8
2023 EOY	22	25	16	26
2024 EOY	31	31	24	37
2025 BOY	13	17	12	12
2025 MOY (Goal)	30	30	30	30
2025 EOY (Goal)	46	46	39	52

Course Failure Rates
ELA
- 2021-2022 –   15
- 2022-2023 –   2
- 2023-2024 –   1
- Goal 2024-2025 –   6

Math
- 2021-2022 –   98
- 2022-2023 –   81
- 2023-2024 –   69
- Goal 2024-2025 – 35

Science
- 2021-2022 –   53
- 2022-2023 –   55
- 2023-2024 –   41
- Goal 2024-2025 – 21

Social Studies
- 2021-2022 –   66
- 2022-2023 –   104
- 2023-2024 –   56
- Goal 2024-2025 – 25

Attendance Rate Percentages

	School	6th	7th	8th
2022	89.8	91.4	90.3	87.7
2023	86.7	87.8	86.5	85.8
2024	89.2	90.4	88.2	88.9
2025 (Goal)	91.0	91.0	91.0	91.0

EL iMSSA - Reading Percentages

	Needs Support	Near Target	On Target
6th BOY	83	17	0
MOY Goal	73	27	0
EOY Goal	63	27	10
7th BOY	27	64	9
MOY Goal	17	74	9
EOY Goal	7	74	19
8th BOY	82	9	9
MOY Goal	72	19	9
EOY Goal	62	19	19

EL iMSSA - Language Usage Percentages

	Needs Support	Near Target	On Target
6th BOY	50	50	0
MOY Goal	40	60	0
EOY Goal	30	60	10
7th BOY	45	55	0
MOY Goal	35	65	0

EOY Goal	25	75	10
8th BOY	45	55	0
MOY Goal	35	65	0
EOY Goal	25	65	10

EL iMSSA - Math Percentages

	Needs Support	Near Target	On Target
6th BOY	67	33	0
MOY Goal	57	43	0
EOY Goal	47	43	10
7th BOY	91	9	0
MOY Goal	81	19	0
EOY Goal	71	19	10
8th BOY	73	27	0
MOY Goal	63	37	0
EOY Goal	52	37	10

2025 ELP Goal
- Summative - Mountain View Middle School will increase the number of ELs reaching their WIDA ACCESS assessment individual growth target by 15%.
- Benchmark – EL proficiency will increase by 3.75 percentage points each quarter, or 7.5 percentage points per semester, for a total increase of 15% annual growth for all 6th - 8th grade ELs as measured by the iMSSA Interim Language Usage Assessment.

Goal-Setting Process:
At Mountain View Middle School, the goal-setting process began with a comprehensive review of the previous year's needs assessment survey. All responses were analyzed and color-coded by frequency, resulting in five primary campus needs: Teacher Efficacy (24%), Intervention Opportunities (15%), Communication (7%), Student-Teacher Relationships (5%), and Bell-to-Bell Instruction (2%). Recognizing that staff input had been a prior concern, the new campus leader organized a session in July with team leads and department heads to gain insights directly from teachers. During this half-day session, participants discussed campus concerns and collaboratively developed goals and initiatives for the upcoming school year.

Following this workshop, administrators spent the rest of the summer building systems and goals aligned with the teacher feedback. This foundation and district data from the assessment coordinator informed the development of the school's 90-Day Plan. This collaborative approach aimed to create clear and meaningful objectives to support staff and students throughout the year.

Root Cause Analysis (RCA) Summary:
At Mountain View Middle School, a root cause analysis has identified a need for more consistency among teachers in implementing effective planning, using high-quality instructional materials (HQIM), and conducting small-group targeted interventions across core subjects. Math, ELA, and science teachers struggle to apply teaching strategies that regularly foster rigor and student engagement. Similarly, ESL (English as a Second Language) and general education teachers of ELs need more consistency in planning for SIOP strategies and targeted interventions to support students. These gaps highlight a need for improved planning practices, instructional material quality, and targeted support strategies to enhance student engagement and rigor.

Actions to Reach ELA Goals
- Beginning of Year (BOY) Cognia data reflection.
- Learning walk cycles will provide targeted feedback to all ELA teachers on increasing their use of HQIM and rigorous instructional strategies, including critical writing products.
- Utilizing CFA data that reflect essential standards, teachers will implement layer two targeted interventions for all students who score 50% and below on CFAs.
- SIOP strategy learning walks and feedback cycles will be conducted with ELA teachers to increase the use of SIOP strategies in planning and instruction.

Actions to Reach Math Goals
- BOY Cognia data reflection.
- Learning walk cycles will provide targeted feedback to all math teachers on increasing their use of HQIM and rigorous instructional strategies, including critical writing products.
- Utilizing CFA data that reflects essential standards, teachers will implement layer two targeted interventions for all students who score 50% and below on CFAs.
- SIOP strategy learning walks and feedback cycles will be conducted with math teachers to increase the use of SIOP strategies in planning and instruction.

Actions to Reach Science Goals
- BOY NM-ASR data reflection
- Learning walk cycles will provide targeted feedback to all science teachers on increasing their use of HQIM and rigorous instructional strategies, including critical writing products.
- Utilizing CFA data that reflects essential standards, teachers will implement layer two targeted interventions for all students who score 50% and below on CFAs.
- SIOP strategy learning walks and feedback cycles will be conducted with science

teachers to increase the use of SIOP strategies in planning and instruction.

Actions to Reach ELP Goals
- All teachers will receive SIOP professional development to plan for and implement targeted strategies for ELs.
- SIOP strategy learning walks and feedback cycles will be conducted with all teachers to increase the use of SIOP strategies in planning and instruction.

To ensure they are on track to reach mid-year (MOY) goals, the Mountain View Middle School leadership team will closely monitor several metrics across subjects.
- In ELA, they will evaluate progress through iMSSA scores, using walkthrough data to observe the effectiveness of strategies like increasing student talk, vocabulary instruction, and higher-order questioning.
- For math, iMSSA scores and similar walkthrough observations will be critical, with attention to encouraging active student discussion and advanced questioning.
- Science will focus on growth reflected in CFAs and use walkthrough data to check for improved vocabulary usage and student engagement in complex thinking.
- In ELP, iMSSA scores will be assessed alongside observations of teachers using visible word walls that align vocabulary with lesson content, reinforcing language acquisition goals.

These data points will provide a comprehensive view of progress toward the school's MOY goals.