

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

**School:** North Elementary School

**LEA:** Alamogordo Public Schools

**School Leader:** Karen Middlebrooks

**LEA Leader:** Michael Crabtree & Steven Starkovich

**SSRA Team Leader:** Robyn Cook

**Date:** October 31, 2024

**School Description**

North Elementary’s mission is *to ensure all students gain the knowledge, skills, and attitudes needed to become productive citizens*. The school is dedicated to strengthening connections among parents, teachers, and faculty to improve student outcomes. North Elementary serves 163 students with a demographic composition of 82.8% Caucasian, 9.82% African American, 3.68% Indian Alaskan, 1.23% Pacific Islander, 2.45% Asian, and 61.35% Hispanic. Among these, 23.93% receive special education (SPED) services, 5.52% are English learners (ELs), 57.06% are economically disadvantaged, and 3.68% are experiencing homelessness.

The North Elementary campus includes the main building, an adjacent playground, and several exterior structures, including a portable building that houses the library. A freestanding cafeteria is shared with Stepping Stones Preschool, and the gym is located across 13th Street in the former Academy Del Sol building. With a unique architectural history, North Elementary’s main building has undergone frequent remodeling since its original construction in 1939. Now 85 years old, the building retains the charm of older schools, with large windows, high ceilings, and coat closets, as well as an intercom/fire alarm system interconnected with the neighboring preschool and the old library building, now home to Alamogordo Public School’s Tiger Care Center across the street.

**School Successes and Celebrations**

North Elementary School celebrates its 85th anniversary with exciting upgrades and new programs. The building has been remodeled, and recent improvements include artificial turf on the playground and a revamped courtyard created with funds from the Outdoor Education Grant. This courtyard features shaded outdoor learning spaces with mobile learning wagons stocked with educational materials. The introduction of the Lu Interactive Playground System, funded by Family Income Index Funds, combines physical activity with social-emotional learning. Additionally, the school launched its inaugural LEGO Robotics team, hosted its own Science and Writing Fairs, and will add a Scripps Spelling Bee this year. The Ron Clark Academy (RCA) House System promotes school spirit and community through house events, with staff leaders meeting weekly to plan activities. Overall, these initiatives foster an engaging and supportive environment for students.

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

North Elementary School has been designated Comprehensive Support and Improvement for Performance.

**School Performance Trend Data**

**Istation - Reading Percentage Proficient**

	School	K	1st	2nd	3rd	4th	5th
2022	16	13	25	17	8	0	30
2023	10	6	22	20	0	7	7
2024	13	7	16	21	31	0	0
2025 (Goal)	52	45	50	49	52	68	56

**NM-MSSA - ELA Percentage Proficient**

	School	3rd	4th	5th
2022	12	3	6	27
2023	11	12	4	16
2024	15	32	8	4
2025 (Goal)	54	42	18	14

**NM-MSSA - Math Percentage Proficient**

	School	3rd	4th	5th
2022	11	3	3	27
2023	7	12	7	3
2024	13	25	4	11
2025 (Goal)	50	35	14	21

**NM-ASR - Science Percentage Proficient**

	School
2022	39

<b>2023</b>	16
<b>2024</b>	0
<b>2025 (Goal)</b>	10

**Attendance Rate - Daily Average Attendance Percentage**

	<b>School</b>	<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<b>2022</b>	81.25	61.9	76.6	88.1	88.7	87.8	84.4
<b>2023</b>	87.5	87.5	85.4	87.6	85.7	90.1	88.7
<b>2024</b>	86.8	85.6	90.3	89.7	91.4	87.2	76.6
<b>2025 (Goal)</b>	91	90	94	94	95	92	82

**Performance Goals**

English Language Proficiency Progress:

- Summative -
  - North Elementary will increase the number of ELs reaching their individual growth targets by 20% based on ACCESS scores.
- Benchmark -
  - Based on ACCESS scores, North Elementary will increase the number of ELs reaching their individual growth targets by 5% each by MOY on Edmentum.

English Language Arts:

- Summative -
  - All 3rd-grade students will increase proficiency from the 22-23 NM-MSSA by 10%, measured by the 23/24 NM-MSSA reading assessment.
  - All 4th-grade students will increase proficiency from the 22-23 NM-MSSA by 10%, measured by the 23/24 NM-MSSA reading assessment.
  - All 5th-grade students will increase proficiency from the 22-23 NM-MSSA by 10%, measured by the 23/24 NM-MSSA reading assessment.
  - All ELs will increase proficiency from the 22-23 NM-MSSA by 10%, measured by the 23/24 NM-MSSA reading assessment.
- Benchmark -
  - By the end of the quarter, 3rd-grade students will increase proficiency by 2.5%, as demonstrated on the MOY iMSSA reading assessment.
  - By the end of the quarter, 4th-grade students will increase proficiency by 2.5%, as demonstrated on the MOY iMSSA reading assessment.
  - By the end of the quarter, 5th-grade students will increase proficiency by 2.5%, as demonstrated on the MOY iMSSA reading assessment.
  - By the end of the quarter, ELs will increase proficiency by 2.5%, as demonstrated on the MOY iMSSA reading assessment.

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Mathematics:

- Summative -
  - All 3rd-grade students will increase proficiency from the 22-23 NM-MSSA by 10%, measured by the 23/24 NM-MSSA math assessment.
  - All 4th-grade students will increase proficiency from the 22-23 NM-MSSA by 10%, measured by the 23/24 NM-MSSA math assessment.
  - All 5th-grade students will increase proficiency from the 22-23 NM-MSSA by 10%, measured by the 23/24 NM-MSSA math assessment.
  - All ELs will increase proficiency from the 22-23 NM-MSSA by 10%, measured by the 23/24 NM-MSSA math assessment.
- Benchmark -
  - By the end of the quarter, 3rd-grade students will increase proficiency by 2.5%, as demonstrated on the MOY iMSSA math assessment.
  - By the end of the quarter, 4th-grade students will increase proficiency by 2.5%, as demonstrated on the MOY iMSSA math assessment.
  - By the end of the quarter, 5th-grade students will increase proficiency by 2.5%, as demonstrated on the MOY iMSSA math assessment.
  - By the end of the quarter, ELs will increase proficiency by 2.5%, as demonstrated on the MOY iMSSA math assessment.

Science:

- Summative -
  - All 5th-grade students will increase proficiency from the 22-23 MSSA by 10%, measured by the 23/24 NM-ASR science assessment.
  - All 5th-grade ELs will increase proficiency from the 22-23 MSSA by 10%, measured by the 23/24 NM-ASR assessment.
- Benchmark -
  - As measured by Common Formative Assessment #2 (CFA#2), 5th-grade science CFA scores will increase by 4.5%.
  - As measured by Common Formative Assessment #2 (CFA#2), 5th-grade EL science CFA scores will increase by 4.5%.

**Desired Outcome, Action Steps, Monitoring**

**Focus Area: Layer One Instruction/Intervention - ELP**

100% of all teachers will include at least one Sheltered Instruction Observation Protocol (SIOP) strategy in daily lesson plans.

1. Provide SIOP training for all teachers.
2. Evaluate weekly lesson plans for SIOP strategies.
3. Observe SIOP strategies during walkthroughs.

**Monitoring:**

**EL iMSSA - Reading Percentage Progress**

	<b>Needs</b>	<b>Near</b>	<b>On</b>
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	<b>Support</b>	<b>Target</b>	<b>Target</b>
<b>3rd - BOY</b>	100	0	0
3rd - MOY	90	10	0
3rd - EOY	80	10	10
<b>4th - BOY</b>	50	50	0
4th- MOY	40	60	0
4th - EOY	30	60	10
<b>5th - BOY</b>	0	100	0
5th - MOY	0	90	10
5th - EOY	0	80	20

**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>	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

**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: Layer One Instruction/Interventions - ELA**

100% of teacher lesson plans will include three learning activities demonstrating varied teaching methods: small group instruction, questioning strategies, and real-world connections.

1. Teachers will participate in Fundamental Five training.
2. Provide a lesson plan template that will prompt teachers to include at least three teaching methods.
3. Teachers will create action plans outlining specific strategies during PLC time.

**Monitoring:**

**Istation - Reading Percentage Proficient**

	School	K	1st	2nd	3rd	4th	5th
<b>BOY</b>	21	23	21	18	23	16	26
<b>MOY (Goal)</b>	37	36	42	32	33	37	37
<b>EOY (Goal)</b>	48	45	50	49	52	68	56

**iMSSA - Reading Percentage Proficient**

	School	3rd	4th	5th
<b>2022 EOY</b>	36	30	32	45
<b>2023 EOY</b>	6	0	11	8

<b>2024 EOY</b>	19	41	12	4
<b>2025 BOY</b>	8	7	9	8
<b>2025 MOY (Goal)</b>	26	29	30	19
<b>2025 EOY (Goal)</b>	44	51	51	30

**iMSSA - Language Usage Percentage Proficient**

	<b>School</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<b>2022 EOY</b>	34	31	29	42
<b>2023 EOY</b>	7	5	7	10
<b>2024 EOY</b>	18	41	8	4
<b>2025 BOY</b>	12	4	25	8
<b>2025 MOY (Goal)</b>	28	28	38	21
<b>2025 EOY (Goal)</b>	44	51	51	30

**Focus Area: Layer One Instruction/Interventions - Math**

One hundred percent of all math teachers will implement high-level activities for authentic learning.

1. Training on instructional strategies to create active learning opportunities for authentic engagement.
2. All math will receive formal training in Discovery Dreambox.
3. Teachers will create action plans outlining specific strategies during PLC time.

**Monitoring:**

**Istation - Math Percentage Proficient**

	<b>School</b>	<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<b>BOY</b>	13	18	21	6	22	28	0
<b>MOY (Goal)</b>	33	32	32	24	33	50	26
<b>EOY (Goal)</b>	46	45	40	35	44	59	52

**iMSSA - Math Percentage Proficient**

	<b>School</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
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<b>2022 EOY</b>	9	6	7	15
<b>2023 EOY</b>	4	4	7	0
<b>2024 EOY</b>	18	28	8	18
<b>2025 BOY</b>	2	4	4	0
<b>2025 MOY (Goal)</b>	20	21	21	19
<b>2025 EOY (Goal)</b>	38	38	38	38

**Focus Area: Layer One Instruction/Interventions - Science**

100% of 5th-grade science teachers will utilize the Stemscopeces curriculum.

1. Provide additional training using the Stemscopeces science curriculum.
2. The principal will conduct walkthroughs to provide face-to-face feedback.
3. All 5th-grade science teachers will include Stemscopeces hands-on activities in weekly lesson plans.

**Monitoring:**

Conduct biweekly walkthroughs and feedback meetings focused on STEMscopes hands-on activities; assess implementation and provide targeted support for instructional improvement.

**DOMAIN 2: LEADERSHIP**

**Promising Practices:**

At North Elementary, promising practices for instructional infrastructure for the 2024-2025 school year focus on fostering consistency, stability, and clear expectations. The school has introduced a simplified, schoolwide lesson plan template that highlights essential growth-focused elements, streamlining expectations for teachers. Weekly lesson plans include SIOP strategies, STEMscopes resources, district objectives, and thoughtfully crafted transition questions to support instructional clarity and alignment. Leadership aims to promote a stable, cohesive learning environment, complemented by implementing a schoolwide newsletter to improve communication. Additionally, the school is implementing and providing training on the "Fundamental 5" framework, further enhancing instructional effectiveness and supporting continuous teacher development.

**Opportunities for Growth:**

At North Elementary, growth opportunities include enhancing communication of systems and support with staff and parents through multiple channels to ensure clarity and transparency. Identifying and implementing targeted supports to reduce behavioral issues will contribute to a positive school environment, creating a more effective learning atmosphere for students. Consistent application of established systems and processes and those introduced by administrators is essential to maintaining a cohesive approach across classrooms. Focused walkthroughs followed by timely feedback provide a structured way to support teachers' growth and reinforce effective practices, all aimed at building a stronger,



more supportive school culture.

**Potential Next Steps:**

Leadership is committed to scheduling regular feedback meetings biweekly and distributing a weekly newsletter that includes look-fors from walkthroughs. This approach aims to clarify expectations and foster open communication with staff, ensuring alignment and support across the school.

**DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE**

**Promising Practices:**

At North Elementary, a structured approach to instructional infrastructure supports student growth and teacher development. Celebrations of growth are regularly held to recognize achievements and inspire a positive learning environment. Teachers are expected to use district-adopted high-quality instructional materials (HQIM) for at least 80% of instruction, allowing up to 20% supplementation with other resources to maintain classroom consistency. CFAs in math for grades 2-5 and ELA for grades 3-5 enable timely tracking of student progress and guide data-driven instruction. Additionally, teachers submit weekly lesson plans incorporating SIOP strategies, STEMscopes resources, district objectives, and transition questions to enhance student engagement and understanding.

Professional development, provided through collaboration with a Lesley University math coach, focuses on number sense to deepen teachers' awareness of students' academic vocabulary needs. This comprehensive approach to instructional infrastructure fosters a cohesive framework that promotes student achievement and supports continuous growth for students and teachers at North Elementary.

**Opportunities for Growth:**

At North Elementary, there are significant opportunities for growth in enhancing instructional rigor and cultivating a stronger sense of urgency in the learning environment. Fostering consistency in understanding and implementing foundational (layer one) instruction is essential, as is ensuring effective differentiation for identified student groups within this initial layer. By delivering instruction consistently across classrooms, North Elementary can better meet the diverse needs of its student body. Additionally, maximizing the use of PLCs for collaborative planning and sharing best practices offers a valuable platform for teachers to refine instructional methods, enhance student support, and strengthen overall teaching practices. These efforts will drive the quality and effectiveness of instruction, ultimately supporting teacher and student success.

**Potential Next Steps:**

Leadership is committed to developing a walkthrough template that will be shared with teachers to ensure clarity and consistency. Walkthroughs will focus on three key instructional strategies: increasing student talk, promoting academic vocabulary through

visuals such as word walls, and setting clear expectations for behavior and learning. These walkthroughs will occur biweekly, followed by feedback meetings to support teacher growth and instructional effectiveness.