

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

<b>School:</b> Los Lunas Elementary School	<b>LEA:</b> Los Lunas Public Schools
<b>School Leader:</b> Matt Pandrak	<b>LEA Leader:</b> Susan Chavez
<b>SITM Team Leader:</b> Michelle Starnes	<b>Date:</b> October 17, 2024
<b>School Description</b>	
<p>Los Lunas Elementary is a prekindergarten through sixth-grade public elementary school in Los Lunas, New Mexico, serving 460 students, 113 of whom are students with disabilities (SWD). Los Lunas Elementary (LLE) considers itself "The Heart of Los Lunas" in several ways. Geographically, they are in the very center of the village, a community school serving a population of students with generally lower socio-economic privilege. The school is very much a community hub for family events.</p> <p>The mission of the school is succinct: <i>"To Provide High Levels of Learning for All."</i></p> <p>The vision is <i>Los Lunas Elementary is a learning community committed to academically and socially preparing students.</i></p>	
<b>School Successes and Celebrations</b>	
<p>Adding three special education teachers has increased the implementation of evidence-based strategies in all classrooms to meet unique student needs.</p> <p>LLE's positive school culture has directly impacted the growth in data, demonstrating a 20-30% increase in targeted standard areas.</p> <p>The leadership has designed professional learning communities (PLCs) focusing on data-driven instruction, allowing teachers to develop common formative assessments (CFAs) within their grade-level teams.</p> <p>The staff, students, and community have well-received and embraced the new principal. Mr. Pandrak's commitment to the LLE community is evidenced by his high expectations for himself and the staff as they work collectively to place students at the center of their data-driven decisions to improve all student outcomes.</p>	
<b>NM DASH Development and Implementation</b>	

The administration and core team met to analyze data to determine the **root cause** of school designation and to plan instruction for the upcoming school year.

As a result of the SSRA visit in October 2023, **two significant themes** influenced the 90-Day Plan that addresses the school improvement designation of CSI for low performance students with disabilities (SWDs):

1. Students need to be informed of their data.
2. General education staff needs more support in helping SWDs.

Goals from the NM DASH include the following:

**ELA Cohort Growth Summative Goal Statement**

At LLE, we are striving for an overall goal of 45% proficiency in reading as measured by NM-MSSA assessments to be given in April 2025.

**Cohort Growth Benchmark Goal Statement**

At LLE, we are striving for an overall goal of 35% of students classified as "Near Target/On Target" in reading as measured by iMSSA assessments to be given in December 2024.

**Math Cohort Growth Summative Goal Statement**

At LLE, we are striving for an overall goal of 45% proficiency in math as measured by NM-MSSA assessments to be given in April 2025.

**Cohort Growth Benchmark Goal Statement**

At LLE, we are striving for an overall goal of 35% of students classified as "Near Target/On Target" in math as measured by iMSSA assessments to be given in December 2024.

**Science Summative Schoolwide Goal Statement**

At LLE, we are striving for an overall goal of 30% proficiency in science as measured by NM-ASR assessments to be given in April 2025.

**Benchmark Schoolwide Goal Statement**

At LLE, we are striving for an overall goal of 25% of students classified as proficient as measured by CFAs to be given monthly, starting in September 2024.

**ELP Summative Schoolwide Goal Statement**

At LLE, we are striving for an overall goal of 25% proficiency in reading for ELs in grades three and four and 30% proficiency in reading for ELs in grades five and six, as measured by WIDA ACCESS assessments.

**Benchmark Schoolwide Goal Statement**

For ELs, we are striving for a goal of 25% of ELs placed into "Near Target/On Target" for reading as measured by MOY iMSSA assessment data and WIDA ACCESS testing in December 2024.

The 90-day plan included goals to address the designation for low performance for all students, but specifically, due to designation, students with disabilities are as follows:

**Reading:**

For our Students with Disabilities, we are striving for an overall goal of 20% proficiency in Reading as measured by NM-MSSA Assessments to be given in April 2025. In the 2023-2024 SY, the EOY proficiency data for students with disabilities was as follows:

- Grade 3: 33%
- Grade 4: 20%
- Grade 5: 0%
- Grade 6: 0%

**Benchmark:**

For our Students with Disabilities, we are striving for a goal of 40% of students with disabilities exiting "Needs Support" and placed into "Near Target/On as measured by MOY iMMSA assessment data in December 2024.

**Math:**

For our Students with Disabilities, we are striving for an overall goal of 20% proficiency in Math as measured by NM-MSSA Assessments to be given in April 2025. In the 2023-2024 SY, the EOY proficiency data for students with disabilities was as follows:

- Grade 3: 25%
- Grade 4: 0%
- Grade 5: 0%
- Grade 6: 12%

**Benchmark:**

For our Students with Disabilities, we are striving for a goal of 40% of students with disabilities exiting "Needs Support" and placed into "Near Target/On Target" in Math as measured by MOY iMSSA assessment data in December 2024.

**Science:**

For our Students with Disabilities, we are striving for a goal of 30% of students with disabilities classified as proficient in Science as measured by NM-ASR assessments to be given in April 2025.

**Benchmark:**

For our Students with Disabilities, we are striving for a goal of 20% of students with disabilities classified as proficient in Science as measured by CFA Assessments to be given monthly, starting in September 2024.

**School Progress**

**NM-MSSA ELA:**

- 2021/2022 - 31%
- 2022/2023 - 35%
- 2023/2024 - 29%

**NM-MSSA Math:**

- 2021/2022 - 25%
- 2022/2023 - 23%
- 2023/2024 - 22%

**NM-ASR Science:**

- 2021/2022 - 36%
- 2022/2023 - 26%
- 2023/2024 - 13%

**SWD NMMSSA ELA Data Trend:**

- 2021/2022 - <10%
- 2022/2023 - .13
- 2023/2024 - < 10%

**SWD NMMSSA Math Data Trend:**

- 2021/2022 - .11
- 2022/2023 - <10%
- 2023/2024 - .12

**Actions and Monitoring of ELA, Math, and Science Goals:**

Individual student data binders are maintained by every student with the support of teachers, documenting growth. Binders are checked monthly by the principal during classroom walkthroughs.

Data walls for every classroom/grade level (teams could choose) are updated monthly and monitored by monthly classroom walkthroughs.

The master schedule has been restructured to include daily intervention blocks taught by pullout teachers for SWD. Special education teachers tailor instruction based on individual student goals as students participate, connect, and develop a sense of belonging within their classrooms.

The implementation of the *Leader in Me* curriculum is newly adopted. It has replaced the Positive Behavior and Intervention Support (PBIS) program to support goal setting, leadership, culture, and character development for students and their families.

A bilingual program includes a 45-minute block and supports 30 students by a highly qualified bilingual and TESOL-endorsed teacher. Additionally, eight general education teachers are

Teaching English to Speakers of Other Languages (TESOL) endorsed to support ELs.

Ongoing professional development focusing on autism and SWD accommodations and modifications includes educational assistants, specials teachers, and all general education teachers.

Special education teachers and ancillary staff meet every Monday to review individual student goals and progress. Qualitative progress monitoring and professional learning collaboration are data-driven and drive instruction.

**Data Used to Determine Growth:**

- NM-MSSA Data
- WIDA/ACCESS
- iStation Data
- iMSSA Data
- Classroom Walkthroughs
- Playbook Qualitative Progress Monitoring Data (SWD)