

Priorities Module

The Priorities Module contains three domains where LEAs will communicate actions that will be taken in the upcoming year to improve student achievement. Responses should guide decisions for spending federal funds. NMPED will also use data from these responses to improve state support for district implementation.

The tables below further detail what LEAs should consider in responding to Priorities questions. Planning Teams from each LEA should work together to ensure all responses are accurate.

Academics for All

The Academics for All domain collects information about education programs that will be in place during the upcoming year to ensure all students meet state academic standards. Responses should align with strategies for Layer 1 universal instruction within the [Multi-Layered System of Supports \(MLSS\)](#).

Priority	Question	Response Guidance
Core High-Quality Instructional Materials (HQIM)	1A.1 Which of the ELA high quality instructional materials reviewed by educators from across NM and adopted by the state will be used across each grade band?	LEAs identify which HQIM they use from the state's approved list for each grade band from a drop-down menu. If an LEA is not using an HQIM from the adopted list, they should select the "Other non-approved curriculum product" option, list the material they are using in the "Name of Curriculum" field, and provide a written explanation of how the material was identified, and how the material has been evaluated for rigor as well as cultural & linguistic relevance. (150 character limit)
	1A.2 Which of the math high quality instructional materials reviewed by educators from across NM and adopted by the state will be used across each grade band?	LEAs identify which HQIM they use from the state's approved list for each grade band from a drop-down menu. If an LEA is not using an HQIM from the adopted list, they should select the "Other non-approved curriculum product" option, list the material they are using in the "Name of Curriculum" field, and provide a written explanation of how the material was identified, and how the material has been evaluated for rigor as well as cultural & linguistic relevance. (150 character limit)
	1A.3 Which of the science high quality instructional materials reviewed by educators from across NM and adopted by the state will be used across each grade band?	LEAs identify which HQIM they use from the state's approved list for each grade band from a drop-down menu. If an LEA is not using an HQIM from the adopted list, they should select the "Other non-approved curriculum product" option, list the material they are using in the "Name of Curriculum" field, and provide a written explanation of how the material was identified, and how the material has been evaluated for rigor as well as cultural & linguistic relevance. (150 character limit)
	1A.4 Which of the social studies	LEAs identify which HQIM they use from the state's approved list

	<p>high quality instructional materials reviewed by educators from across NM and adopted by the state will be used across each grade band?</p>	<p>for each grade band from a drop-down menu.</p> <p>If an LEA is not using an HQIM from the adopted list, they should select the “Other non-approved curriculum product” option, list the material they are using in the “Name of Curriculum” field, and provide a written explanation of how the material was identified, and how the material has been evaluated for rigor as well as cultural & linguistic relevance. (150 character limit)</p>
<p>High-Quality Curriculum-Based Professional Learning (HQPL)</p>	<p>2A.1 Which partner(s) will provide HQPL on the installation and ongoing implementation of ELA HQIM by grade band?</p>	<p>LEAs identify which professional learning vendor they will use from the state’s HQPL Marketplace List.</p> <p>If an LEA is using a vendor not on the list, they should select the “Other vendor not in state marketplace list” option. LEAs should then list the partner as well as how the professional learning will be sustained, intensive, collaborative, job embedded, data driven, classroom focused, and evidence based. (150 character limit)</p>
	<p>2A.2 Which partner(s) will provide HQPL on the installation and ongoing implementation of math HQIM by grade band?</p>	<p>LEAs identify which professional learning vendor they will use from the state’s HQPL Marketplace List.</p> <p>If an LEA is using a vendor not on the list, they should select the “Other vendor not in state marketplace list” option. LEAs should then list the partner as well as how the professional learning will be sustained, intensive, collaborative, job embedded, data driven, classroom focused, and evidence based. (150 character limit)</p>
	<p>2A.3 Which partner(s) will provide HQPL on the installation and ongoing implementation of science HQIM by grade band?</p>	<p>LEAs identify which professional learning vendor they will use from the state’s HQPL Marketplace List.</p> <p>If an LEA is using a vendor not on the list, they should select the “Other vendor not in state marketplace list” option. LEAs should then list the partner as well as how the professional learning will be sustained, intensive, collaborative, job embedded, data driven, classroom focused, and evidence based. (150 character limit)</p>
	<p>2A.4 Which partner(s) will provide HQPL on the installation and ongoing implementation of social studies HQIM by grade band?</p>	<p>LEAs identify which professional learning vendor they will use from the state’s HQPL Marketplace List.</p> <p>If an LEA is using a vendor not on the list, they should select the “Other vendor not in state marketplace list” option. LEAs should then list the partner as well as how the professional learning will be sustained, intensive, collaborative, job embedded, data driven, classroom focused, and evidence based. (150 character limit)</p>

Title V RLIS (applicable only to LEAs that are eligible for Title V Rural and Low-Income School [RLIS] funds)	3A.1 Is your LEA applying for RLIS?	LEAs indicate “Yes”/”No” to apply for Title V RLIS funds. If “Yes,” LEAs must answer the following: Summarize how RLIS program subgrant awards have impacted student outcomes. The description should include outcomes from at least the most recent RLIS award. The information contained here should help to justify plans for use of funds during this grant year. (250 word limit)
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Technical Tip(s)

- When selecting HQIM/HQPL from the drop-down menus, clicking the small “x” that appears after a selection is made will erase all selections for that grade band. To exit out of a drop-down menu, click anywhere else on the page and the menu will collapse.
- For HQIM/HQPL questions, additional curricula by grade ban can be added using the blue plus sign at the bottom of each selection. Unique grade bands can also be added (e.g., 4-8). When adding a unique grade band, all HQIM or HQPL options for K-12 will appear in the drop-down menu.

Priority Student Groups

The Priority Student Groups domain captures how LEAs are supporting students with disabilities and English learners beyond the activities outlined in the Academics for All domain.

Priority	Question	Response Guidance
High Quality Instruction for Students with Disabilities	1S.1 Will the High-Quality Instructional Materials indicated in the Core High Quality Instructional Materials section be used to support students with disabilities taking the Measures of Student Success and Achievement (MSSA)?	LEAs select "Yes" if the curricula identified in the "Academics for All" section will be used to support students with disabilities. If “No,” LEAs should specify grade bands and materials that differ from those used for all students. (100 word limit)
	1S.2 Will the professional development partner(s) indicated in the High Quality Professional Learning section be used to train all teachers on how to implement high quality instructional materials	LEAs select "Yes" if the PL vendor identified in "Academics for All" will be used to train teachers on the curriculum being implemented. If “Yes,” LEAs will indicate how many Special Education staff will participate in this training. If “No,” LEAs should specify grade bands and partners that

	that support students with disabilities?	differ from those used for all students. (100 word limit)
	1S.3 Will your LEA provide supplemental materials and training beyond HQIM to support student specific needs in accessing grade level instruction?	LEAs indicate “Yes/No/Not Applicable”. If “Yes,” LEAs should list the supplemental materials and training they are using via the provided text box. (100 word limit)
Early and Accurate Identification for Students with Disabilities	2S.1 How will the LEA identify students who have disabilities early and accurately? In your response, please list what screening tools will be used and any community partners your LEA will work with to screen students ages 3-5.	LEAs should identify which screening instrument(s) is/are used for children ages 3-5. Please describe how LEA staff coordinate with partners to increase the number of students screened. (250 word limit)
Specialized Supports and Related Services for Students with Disabilities	3S.1 What areas of specialized support (for example, executive functioning skills, communication skills, functional skills, social and behavioral skills) will the LEA address and what strategies will be used for students with disabilities?	LEAs should identify the areas of specialized support they plan to address and the specific strategies they will use to provide this support. (250 word limit)
Transitions for Students with Disabilities	4S.1 Describe your LEA’s transition strategies for students. Please write Not Applicable if a transition does not apply to your LEA.	School systems should identify their process for coordinating supports at key transition points throughout pre-K to grade 12 and for preparing students with disabilities for success in post-secondary education, employment, and adult life. Each of the following transition points should have a response (even if N/A): pre-K to Kindergarten, Elementary to Middle School, Middle School to High School, and High School to postsecondary, career, and/or military. (100 word limit for each section)
	5S.1 Targeted individualized plans for high school students	LEAs should describe their plans in the following areas (100 word limit for each section): -Improving dropout rates for students with disabilities -Improving the cohort graduation rate for students with disabilities

		LEAs should write Not Applicable (N/A) if they do not serve high school students.
High Quality Instruction for English Learners	6S.1 What HQIM are you using for English Language development?	<p>LEAs identify which HQIM they use for English Language Development from the state's approved list for each grade band from a drop-down menu.</p> <p>If an LEA is not using a HQIM from the adopted list, they should select the 'Other not-adopted core curriculum' option and list which curriculum they are using for that grade band. They must also provide a written description of the process used to choose curriculum. (150 character limit)</p>

Educator Workforce

The Educator Workforce domain considers the recruitment, retention, and mentorship efforts an LEA intends to fund in the next school year.

Priority	Question	Response Guidance
Recruitment and Retention	1W.1 Will the LEA offer recruitment or retention incentives/stipends for hard-to-fill placements?	<p>School LEAs identify "Yes/No" and provide a list of the placement type for which incentives/stipends will be used and the amount of incentive/stipend.</p> <p><i>Note:</i> The amount of stipends should be the total amount across the LEA, not the individual amount.</p>
Mentorship	2W.1 Will the LEA partner with a vendor to provide a teacher mentorship program?	LEAs select "Yes/No." If "Yes," provide the vendor name.
	Will the LEA use Title II Funds to pay for mentor stipends or for a vendor to provide a teacher mentorship program?	LEAs select "Yes/No." If "Yes," upload the LEA's 2024-2025 80D NOVA Mentorship Report.