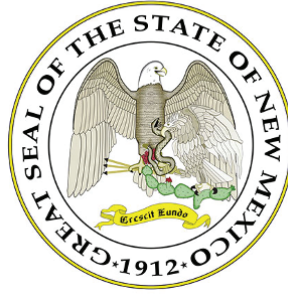




School Improvement & Transformation Monitoring Protocol (SITM)

Elementary Schools



The State of New Mexico

School Improvement & Transformation Monitoring Protocol (SITM)
Elementary Schools

August, 2025

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See: <https://web.ped.nm.gov/>

2025-26 SITM Process Overview

BOY-SITM Visits

During the Beginning-of-Year School Improvement and Transformation Monitoring (BOY-SITM) visit, the SITM team will work closely with the school leadership team to review the school's vision and mission, its NM Vistas designation, and the latest performance data that demonstrate progress toward improvement. Once the team has a clear understanding of the school's current status, they will evaluate the action steps planned for 2025-26 and identify the essential systems those steps require for successful implementation.

The school leadership team should be prepared to articulate both short-term and long-term goals specifically aligned with its NM Vistas designation, as well as to describe the progress-monitoring measures they will collect and analyze to make any necessary course corrections throughout the year.

MOY- and EOY-SITM Visits

Middle of the Year (MOY) and End of the Year (EOY) School Improvement and Transformation Monitoring visits will assess progress toward identified school improvement goals, providing district and school leaders with information to make data-informed decisions and implement necessary course corrections. Additionally, information gathered during these visits should inform the school's Annual and 90-day planning, professional development opportunities, and resource allocation for current and subsequent years. All findings will be shared with the school, LEA, NM PED, and the public once posted on the NM PED ESSA Website.

NMPED PSB Domains

The SITM process focuses on five overarching domains identified through research and interviews with successful LEA leaders, school leaders, and educators throughout New Mexico. In the table below, each domain is highlighted by themes and key questions the SITM team may use to guide school site visits. Please note: the team will not address all domains. Instead, the team will work with the school to determine potential domains and systems related to the root cause(s) of their NM Vistas designation and opportunities for improvement.

Note: **Domain 1: Culture and Equity** includes isolated questions in the site visit question protocol. However, PSB unequivocally believes equity must be considered and embedded throughout every system and structure within the LEA and school.

Domain 1: Culture and Equity

To what degree has the school established equitable practices that ensure ALL students and staff have an opportunity to reach their full potential?

- **Equitable Practices:** Do behaviors, systems, processes, resources, and environment ensure every school member is provided fair, just, and individualized learning and growth opportunities?
- **Staff and Student Culture:** Is there a safe and secure teaching and learning environment for ALL teachers and students?
- **Education Partner, Family, and Community Perception and Engagement:** Do education partners, families, and community members have a positive perception of the school, and are there opportunities for them to engage with school leaders and teachers?
- **Student Social Emotional Support:** Are systems in place to address ALL students' social and emotional needs?
- **Student Behavior:** Are structures in place to promote positive student behavior?

Domain 2: Leadership

To what degree does school leadership establish, communicate, support, and monitor school-wide priorities?

- **Vision & School-Wide Goals:** Is a clear, compelling vision and mission with aligned strategic goals available and communicated to all education partners?
- **Leadership Team:** Does a functioning leadership team engage in strategic, structured, and shared decision-making?
- **Communication:** Is there a systematic communication strategy that ensures staff members, students, and parents are fully informed and aware of school priorities and initiatives?
- **Education Partner Engagement:** Are there opportunities for all education partners to interact and provide feedback on school-wide initiatives and priorities?
- **Instructional Leadership:** Do school leaders prioritize and actively guide the central processes for improving teaching and learning?
- **Attendance:** Are systems in place to monitor and reduce chronic absenteeism?
- **Graduation:** Is there a systemic approach for monitoring graduation rates and ensuring all students meet graduation requirements?

Domain 3: Instructional Infrastructure

To what degree is the school's instructional infrastructure in place, understood, and utilized by school leaders and teachers?

- **Instruction:** Are processes in place to ensure classroom instruction is intentional, engaging, and challenging for all students, including intervention and extension?
- **Curriculum:** Does the school have a stated scope and sequence of K-12 learning objectives aligned with LEA, state, and national expectations?
- **Assessment:** Is there an assessment strategy that effectively measures teaching effectiveness and provides the data required to make informed decisions?
- **Data Analysis & Action:** Is there a system for collecting and analyzing data?
- **Collaboration:** Does the school provide time, space, and processes for teachers to analyze data, reflect on practice, develop and share expertise, plan rigorous instruction, and create action plans to address student needs?
- **Student Groups:** How are the needs of specific student groups identified and attended to during the assessment/planning/teaching process?

Domain 4: Talent Management

To what degree does the school ensure effective teachers are hired, retained, developed, and leveraged to improve student outcomes?

- **Onboarding:** Are new hires trained and supported to ensure they understand expectations and can implement school practices, processes, and procedures consistently and effectively?
- **Retaining & Leveraging Effective Teachers:** Are high-performing teachers recognized and intentionally leveraged to support school goals?
- **Professional Development:** Are professional learning activities purposefully and intentionally aligned with data-driven LEA priorities, school performance challenges, and individual teacher needs, and facilitated to the degree that they change adult behavior in the classroom?
- **Observation, Feedback, and Coaching:** Are opportunities created for school staff to develop knowledge and skills through focused observations, feedback, mentoring, and coaching?
- **Support for Struggling Teachers:** Does the school use observation, feedback, coaching, teacher evaluation systems, student achievement, and other data to support struggling teachers?

Domain 5: Support & Accountability

To what degree do school leaders establish and communicate expectations, monitor progress, provide support, and hold staff accountable?

- **Clear Expectations:** Are there clear expectations in place for teaching and learning?
- **Goal-Setting:** Is there a process for setting specific, measurable, data-based performance goals at the school, grade, subject, teacher, and student levels?
- **Targeted Support:** Does the school provide targeted and differentiated support to staff?
- **Monitoring:** Are goals, improvement plans, school-wide initiatives, performance goals, teaching, and learning effectively monitored?
- **Resources:** Are resources (human, physical, financial, etc.) equitably allocated based on need?

Planning the Visit

Two weeks before the school visit, the SITM Team Leader will contact the school leader or designee to -

1. Confirm the date(s) and time(s) of the visit and who will participate. If the school has a conflict with its assigned site visit date, the school leader should contact the SIT Team Lead or the Director of the Priority Schools Bureau as soon as possible.
2. Share the SITM protocol, site visit outcomes, and school-level expectations.
3. Verify that the SITM team can access the school's most recent Annual and 90-day plans and that the school leadership team has identified the action steps they will take to achieve their NM Vistas Goals.
4. Provide a link to the school's BOY School Systems and Processes Reflection Protocol. This protocol will assist the school leadership team and SITM team in identifying the school-level systems critical to the successful implementation of the school's identified action steps. The SIT Team Lead will indicate the school-level systems that the team will review during the visit.
5. Ensure the school has collected 3-year trend data related to the school's NM Vistas Designation. This may include 4-year Cohort graduation rates, MSSA, IMSSA, i-Ready, NWEA MAPS, WIDA, ACCESS, or other data used to monitor progress.

The planning call and initial collaboration between the SITM team leader and the school leader are crucial for success. Once the school has been notified of the upcoming visit, school leaders or their designee should remain attentive and responsive to all communication from the SIT team lead.

Documents and Evidence to be Reviewed

- Examples of evidence that demonstrate the development and implementation level of the critical school systems required to increase student performance as it relates to the school's NM Vistas Designation.
- Evidence or progress toward previous action steps documented in the school's 2024-25 SIT-M Site Visit Summaries.
- A copy of the school's Annual and 90-day plans.

- Current or updated needs assessments or root cause analyses completed by the school or the school's SIT partners.
- School data sets related to the school's NM Vistas Designation.

SITM: Conducting the Visit

The SITM Team will meet with the school leader and the school leadership team. The visit will begin with introductions and a proposed outline for the meeting. This will include a review of –

1. Past efforts and data indicating progress toward the school's NM Vistas Designation.
2. Progress toward action steps identified during the 2024-25 BOY and EOY SITM visit.
3. Actions the school will take during the 2025-26 school year to improve student performance related to the school's NM Vistas designation.
4. The critical school systems that are required to implement the school's action steps successfully. When identifying systems, schools should use the BOY School Improvement and Transformation School Systems and Processes Reflection Rubric located in their online Vistas folder. The SIT lead can provide an access link if needed.
5. SY 2025-26 MOY and EOY student performance goals related to the school's NM Vistas designation.
6. Progress monitoring data and systems.
7. Expectations for monthly coaching and monitoring for schools that have been assigned a coach.

SITM: After the Visit

Upon completion of the visit, the SITM team will compose a summary of findings for school and LEA leaders. A draft will be shared with LEA and school leaders for final feedback, and then the final summary will be submitted to the NMPED.

The SITM Site Visit Summary will have four objectives.

1. Review the school's Annual and 90-day plans to assess (1) the school's progress toward identifying ambitious year-end goals, (2) actions the school will take to achieve these goals, and (3) the systems and data the school will use to monitor progress toward goals.
2. Help each school identify existing promising practices within the five NMPED PSB Domains aligned with the school's identified NM Vistas Indicators. While school transformation is about addressing challenges, improvement may also come from maximizing strengths. These strengths will be shared in the SITM Summary.
3. Provide feedback on the critical systems necessary for school transformation. (Identified in the BOY School Improvement and Transformation School Systems and Processes Reflection Rubric).
4. Document the school's next steps and support provided/required for rapid transformation.

The PSB will use themes identified in school summaries to provide targeted support and design professional learning opportunities for schools state-wide.

Site Visit Summary Report Process

1. The SITM team leader will gather all notes and key evidence collected by the team during the visits. All information will be provided to the summary report writer.
2. The summary report writer will develop a draft documenting the findings and SITM team recommendations and then send the draft to all SITM team members for review and feedback.
3. SITM team members will review the summary, provide comments if needed, and return it to the writer for finalization.

4. The final draft will be sent to the SITM team leader to share with the school leader and LEA. The school leader and LEA will review the draft, share feedback or question discrepancies, and return it to the SITM team leader.
5. The SITM team leader will make agreed-upon edits and send the final summary to the LEA, school leader, and NMPED.

School Pre-Visit Information

To be completed by the school prior to the site visit

SITM Monitoring Protocol (SY 2025-26)

Site Visit Purpose: To understand the school's mission and purpose, assess the development and implementation of the Annual and 90-day plans and targeted school improvement strategies, and identify and analyze the baseline data and metrics that will be used to monitor progress toward the achievement of school improvement goals.

Before the Visit, the school leader, SCT, or designee should complete Sections 1, 2, and 3 in their entirety, as well as the appropriate data sets in the data collection tables located in Section 4, which the **school will use to set goals and monitor progress**. This data should be shared with the SITM Team Leader at least three days before the visit. If the school cannot provide the requested data, please notify the SITM Team Leader prior to the SITM Visit.

The SITM Team may use the questions and probes in Section 5 if additional information is required to better understand the school's goals, progress monitoring systems, procedures, and processes.

School:			District:		Date:		
School Leader:			SIT-M Team Leader:				
School Type:	<input type="checkbox"/> Traditional Public	<input type="checkbox"/> Public Charter	<input type="checkbox"/> State Accredited Charter	<input type="checkbox"/> Online	<input type="checkbox"/> Alternative		
School Designation:	<input type="checkbox"/> Comprehensive Support and Improvement (CSI)			<input type="checkbox"/> More Rigorous Interventions (MRI)			
NM Vistas Designation(s):	<input type="checkbox"/> Graduation		<input type="checkbox"/> Student Performance				
	Student Group	<input type="checkbox"/> Hispanic	<input type="checkbox"/> SWD	<input type="checkbox"/> Free & Reduced	<input type="checkbox"/> English Learner	<input type="checkbox"/> White	<input type="checkbox"/> Native American

Briefly describe the school's purpose, mission, and relevant student demographic information.

Section 2: SITM Site Visit LEA and School Participants

LEA & School Team Participants				
Name	Role		Years in Role	
	<input type="checkbox"/> School Leader		<input type="checkbox"/> 1-3	<input type="checkbox"/> >3
	<input type="checkbox"/> LEA Leader	<input type="checkbox"/> School Leadership or Core Team	<input type="checkbox"/> 1-3	<input type="checkbox"/> >3
	<input type="checkbox"/> LEA Leader	<input type="checkbox"/> School Leadership or Core Team	<input type="checkbox"/> 1-3	<input type="checkbox"/> >3
	<input type="checkbox"/> LEA Leader	<input type="checkbox"/> School Leadership or Core Team	<input type="checkbox"/> 1-3	<input type="checkbox"/> >3
	<input type="checkbox"/> LEA Leader	<input type="checkbox"/> School Leadership or Core Team	<input type="checkbox"/> 1-3	<input type="checkbox"/> >3
	<input type="checkbox"/> LEA Leader	<input type="checkbox"/> School Leadership or Core Team	<input type="checkbox"/> 1-3	<input type="checkbox"/> >3
	<input type="checkbox"/> Other (please specify)		<input type="checkbox"/> 1-3	<input type="checkbox"/> >3
	<input type="checkbox"/> Other (please specify)		<input type="checkbox"/> 1-3	<input type="checkbox"/> >3

Section 3: LEA Support, Monitoring, and External Partnerships

LEA Support

(Describe the LEA support provided to the school related explicitly to School Improvement and Transformation and the school's NM Vistas designation. Consider training, resources, staffing, funding, etc., that the LEA has provided to the school beyond the usual support provided.)

LEA Monitoring

(Describe monitoring systems and structures related explicitly to School Improvement and Transformation and the school's NM Vistas Designation.)

Section 4: Elementary School - Student Performance 3-Year Data Trends and 2025-26 Goals

Elementary Schools - CSI/MRI Student Performance																				
3-Year Trend Data & 2025-26 Goals																				
State Summative Assessments																				
MMSA – ELA % Proficient and 2025/26 goals.	School				3rd				4th				5th				6th			
	22/23	23/24	24/25	25/26	22/23	23/24	24/25	25/26	22/23	23/24	24/25	25/26	22/23	23/24	24/25	25/26	22/23	23/24	24/25	25/26
MMSA – Math % Proficient & 2025/26 goals.	School				3rd				4th				5th				6th			
	22/23	23/24	24/25	25/26	22/23	23/24	24/25	25/26	22/23	23/24	24/25	25/26	22/23	23/24	24/25	25/26	22/23	23/24	24/25	25/26
ASR % Proficient & 2025/26 goals.	School/5th																			
	22/23	23/24	24/25	25/26																

ACCESS # of students meeting growth targets.	School				3rd				4th				5th				6th			
	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26
DLM – ELA % At Target and Advanced and 2025/26 goals.	School				3rd				4th				5th				6th			
	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26
DLM - Math% At Target and Advanced and 2025/26 goals.	School				3rd				4th				5th				6th			
	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26
DLM - Science% At Target and Advanced and 2025/26 goals.	School/5th																			
	22/ 23	23/ 24	24/ 25	25/ 26																

State Growth & Monitoring Data													
IMMSA % on On Target Reading, Language, and Mathematics and 2025/26 goals.	School												
	Reading	2022-23			2023-24			2024-25			2025-26		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
	Language	2022-23			2023-24			2024-25			2025-26		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
	Math	2022-23			2023-24			2024-25			2025-26		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
	3rd Grade												
	Reading	2022-23			2023-24			2024-25			2025-26		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
	Language	2022-23			2023-24			2024-25			2025-26		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
	Math	2022-23			2023-24			2024-25			2025-26		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY

i-READY % of Achieving Grade Level or Above Reading & Math and 2025/26 goals.	Kindergarten												
	Reading	2022-23			2023-24			2024-25			2025-26		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
	Math	2022-23			2023-24			2024-25			2025-26		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
	1st Grade												
	Reading	2022-23			2023-24			2024-25			2025-26		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
	Math	2022-23			2023-24			2024-25			2025-26		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
	2nd Grade												
	Reading	2022-23			2023-24			2024-25			2025-26		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
	Math	2022-23			2023-24			2024-25			2025-26		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
	3rd Grade												
	Reading	2022-23			2023-24			2024-25			2025-26		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
	Math	2022-23			2023-24			2024-25			2025-26		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY

	4th Grade												
	Reading	2022-23			2023-24			2024-25			2025-26		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
	Math	2022-23			2023-24			2024-25			2025-26		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
	5th Grade												
	Reading	2022-23			2023-24			2024-25			2025-26		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
	Math	2022-23			2023-24			2024-25			2025-26		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
	6th Grade												
	Reading	2022-23			2023-24			2024-25			2025-26		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
	Math	2022-23			2023-24			2024-25			2025-26		
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY

Program and Course Data																				
Student Enrollment	School				Kindergarten				1st				2nd							
	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26				
	3rd				4th				5th				6th							
	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26				
# of students earning D/F in ELA for the school, by grade, and 2025/26 goals.	School				3rd				4th				5th				6th			
	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26
# of students earning D/F in Math for the school, by grade, and 2025/26 goals.	School				3rd				4th				5th				6th			
	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26
# of students earning D/F in Science for the school, by grade, and 2025/26 goals.	School				3rd				4th				5th				6th			
	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26
# of students earning D/F in Social Studies for the school, by grade, and 2025/26 goals.	School				3rd				4th				5th				6th			
	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26

# out-of-school suspensions for the school, by grade, and 2025/26 goals.	School				Kindergarten				1st				2nd			
	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26
	3rd				4th				5th				6th			
	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26
# expulsions for the school, by grade, and 2025/26 goals.	School				Kindergarten				1st				2nd			
	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26
	3rd				4th				5th				6th			
	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26
Retention & Alternative Placement Data																
# students retained for school, by grade, and 2025/26 goals.	School				Kindergarten				1st				2nd			
	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26
	3rd				4th				5th				6th			
	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26

# alternative school placements for the school, by grade, and 2025/26 goals.	School				Kindergarten				1st				2nd			
	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26
	3rd				4th				5th				6th			
	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26	22/ 23	23/ 24	24/ 25	25/ 26

Does the school collect additional data to measure student performance and monitor progress? If so, please provide the SITM Team with the dataset and details for how the data is generated, collected, and analyzed in the space below.

SECTION 5: Questions, Probes, and Notes - For SITM Team Member Use Only

NM DASH (August-September)	Notes
Did the school identify a School Core Team (SCT)? If so, who is on the team? How were they selected?	
How was the SCT engaged in developing the Annual and 90-day Plans?	
Did the SCT complete a root cause analysis? If so, what were the outcomes or findings?	
What data did the SCT collect and analyze?	
Why did the SCT select these specific data sets?	
What process did the SCT use to write an in-depth data analysis?	
What Desired Outcomes did the SCT identify for each Focus Area?	
Did the SCT identify graduation or student achievement goals related to the school's NM Vistas Designation? If so, how were they determined?	
Did the SCT identify Progress Indicators related to the school's NM Vistas Designation? If so, how were they determined?	

NM DASH (October-November)	Notes
Did the school meet the most recent Progress Indicators for each Focus Area in the fall 90-day Plan related to the school's NM Vistas Designation?	
Was there student growth related to the school's NM Vistas Designation? Explain.	
What adjustments were made and why?	
NM DASH (January-February)	Notes
Did the school meet the Benchmark Goal? Explain.	
What Critical Actions did the school take that had the most significant impact when implementing the fall 90-day Plan? Explain.	
What lessons were learned from the implementation of the Fall 90-day Plan? How will you apply these lessons in the future?	
Were changes made to the Annual Plan? Explain.	
Has the school considered potential Desired Outcomes for the spring 90-day Plan? Explain.	

NM DASH (March–April)		Notes
Did the school achieve the most recent Progress Indicators for each Focus Area in the Fall 90-day Plan?		
Was there student growth? Explain.		
What adjustments were made and why?		
NM DASH (May)		Notes
Has the school identified School Core Team Members for next year? If so, how were SCT Members identified? If not, when will this happen? How will the SCT Team Members be identified?		
Has the school established goals for next year? If so, describe your process. What are your goals? If not, when will you do this? What is your process?		
Has the school collected and analyzed data for next year? If so, explain your process, the data analyzed, and your findings. If not, when will this happen? What data will you use? Who will collect and organize the data? Explain your process.		

Data Analysis, Goal Setting, & Monitoring (BOY, EOY)	Notes
Describe the school's process for identifying and setting goals for the school, grade levels, subject areas, teachers, and students.	
Does the school have a process for collecting and analyzing data to identify and address the academic needs of individual students? If yes, explain.	
Does the school have an assessment strategy or structured process for monitoring teaching and learning? If yes, explain.	
Once data has been analyzed, what are the expectations afterward? How are these expectations monitored?	
Does the school utilize an early warning system or have a structured process for identifying students who are not on track to graduate? If so, explain.	
Does the school have an observation and feedback process or system for monitoring classroom instruction? If so, please share observation data with the STIM Team.	

Data Analysis, Goal Setting, & Monitoring (MOY)	Notes
Describe the school's process for collecting, analyzing, and using data to monitor progress, determine support, and make mid-course corrections. Is there evidence of this process? Please share.	
How is the school holding teachers accountable and supporting them if they are not on track to meet their goals?	
How is the school leveraging teachers who have met or exceeded their goals?	
Does the school have observation data or evidence demonstrating that classroom instruction is being monitored and that teachers receive feedback and support?	
Attendance (BOY, EOY)	Notes
If the school's 3-year attendance trends indicate a lack of improvement, what is the school's plan to improve this year? School level? Grade level? Has the school completed an in-depth root cause analysis? Is there evidence of this analysis?	
What are the possible root causes of poor attendance?	
What is the school's process for monitoring student attendance?	

How does the school share attendance information with students? Staff? Parents/Guardians? If so, how is it shared? What is the frequency?	
How frequently does the school attendance team meet? Describe the usual process and outcomes of these meetings. Have they been effective? What data or evidence supports this assessment?	
What universal attendance supports or interventions exist for all students?	
What specific attendance interventions are in place to support students in individualized prevention status?	
What specific attendance interventions are in place to support students in early intervention status?	
What specific attendance interventions are in place to support students in intensive support status?	
Does the school have external attendance support partners? If so, who? Are they effective? What data can the school cite to support this assessment?	
How does the school foster collaboration between teachers, counselors, administrators, and other support staff to ensure a coordinated approach to attendance support?	

Attendance (MOY)	Notes
Is the school on track to meet EOY goals? (Refer to BOY Goals) What data or evidence does the school have to make this prediction?	
If attendance has increased this year, what does the school contribute to this improvement?	
If attendance has not improved, what does the school contribute to this decline, and what will the school do differently?	
Behavior & Discipline (BOY, EOY)	Notes
If the school's 3-year discipline trends indicate a lack of improvement, what is the school's plan to address this issue this year? School level? Grade level? Has the school completed an in-depth root cause analysis? Is there evidence of this analysis?	
What is the school's process for addressing inappropriate student behaviors? What data does the school collect and analyze to assess the effectiveness of its school-wide and individual student discipline support programs?	
How does the school address students with chronic discipline issues? Is there data or evidence to demonstrate that this process is effective? If so, please share it with the SITM Team.	

What is the school's process for disciplining students with IEPs? Is there data or evidence to demonstrate that this process is effective? If so, please share it with the SITM Team.	
Behavior & Discipline (BOY, EOY)	Notes
Is the school on track to meet EOY goals? (Refer to BOY Goals) What data or evidence does the school have to make this prediction?	
If discipline incidents have decreased, what does the school contribute to this improvement?	
If discipline incidents have increased, what does the school contribute to this decline, and what will the school do differently?	
Are there specific students, teachers, or grade levels who have made improvements in this area this year? If so, what does the school contribute to this improvement?	
Are specific students, teachers, or grade levels disproportionately contributing to the school's discipline data compared to others? If so, how is the school supporting them?	

Courses & Support (BOY, EOY)	Notes
If the school's 3-year D/F trends indicate a lack of improvement, what is the school's plan to improve this year? Has the school completed an in-depth root cause analysis? Is there evidence of this analysis?	
Are there school policies for teacher grading? If so, please describe. Are they effective? Explain	
What is the failure rate for the school, course, or grade level? How does the school track this rate and the interventions provided when the rate is exceeded?	
Have interventions been developed and implemented for specific grade levels, teachers, periods, or subjects with consistently high failure rates? If so, please share examples.	
What is the school doing to ensure that students who are off track for four-year graduation are taking the required courses to meet graduation and college admission requirements? How is this monitored?	
Are there opportunities for students to take advanced or honors courses if they are academically prepared for them? How does the school identify these students?	

Are there opportunities for students to enroll in career and technical education programs for dual credit? How are students identified for these programs?	
Are there any disparities in course offerings and access to advanced courses among student groups, particularly those underperforming in graduation metrics?	
Are students receiving adequate support and accommodations for their special education needs or English language learning needs? How is this monitored?	
What additional supports are provided to students who have to repeat a course? Is there data or evidence to demonstrate that the supports are adequate?	
Are students receiving appropriate guidance and counseling to help them make informed decisions about their course selections and future plans? If so, describe the process.	
Are there supports, such as tutoring or mentoring programs, to support students struggling academically or socially? If so, how are students identified, recruited, and monitored? Is there data indicating that the tutoring or mentoring has been effective?	
Are there systems in place that allow students to assess their credit attainment? If so, please describe.	

Courses & Support (MOY)	Notes
Is the school on track to meet EOY goals? (Refer to BOY Goals) What data or evidence does the school have to make this prediction?	
Are specific teachers, courses, or grade levels contributing more to the school's D/F rate than others? If so, how is the school supporting them?	
Student academic support (BOY, EOY)	Notes
What is the school's definition of a student who is struggling academically? Once identified, how does the school support the student? Is there data or evidence to demonstrate that the support is adequate?	
How often is student academic progress formally monitored, and how is this information shared with students? Staff? Parents/Guardians?	
What universal supports or interventions are available to all students to promote academic success?	
Are there any school-wide initiatives for improving study skills, time management, and organizational strategies? If so, please describe.	
What interventions are in place to support students failing a few classes?	

What interventions are in place to support students failing a class? Multiple classes?	
How does the school ensure students classified as <i>Students With Disabilities</i> or <i>English Language</i> get the required interventions?	
How does the school foster collaboration between teachers, counselors, administrators, and other support staff to ensure a coordinated approach to these graduation supports?	
Courses & Support (MOY)	Notes
How does the school support students who need additional academic support? What data or evidence does the school have to demonstrate that this support is adequate?	
Alternative High Schools Only (BOY, EOY)	Notes
Beyond the school's graduation rate, how does the school measure success? What data does the school collect to demonstrate this success?	
For public alternatives, to what extent does the LEA monitor and support the school? Provide specific examples of data collected, feedback, and support.	
Describe your student entrance/referral process. Is there evidence that it is effective and contributes to early-stage success? Explain.	

What types of information do feeder schools provide when students are enrolled? What percentage of students are off-track to graduate when registered? How does the school use this information to prepare students for success?	
How does the school communicate information about school functions and success criteria to incoming students and their families?	
How do the school's structures, policies, and practices allow sufficient flexibility and options to accommodate the circumstances and challenges of students?	
Are school leaders allowed sufficient autonomy to determine intake practices, programming, and exit practices that maximize the effectiveness and desired outcomes of the school?	
How does the school support and motivate students toward program completion, desired behaviors, achievement, and graduation?	
Is the school on track to meet EOY goals? (Refer to BOY Goals) What data or evidence does the school have to make this prediction?	



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