Los Alamos Public Schools Board Meeting

Thursday, October 22, 2026 5:30 PM
Los Alamos Middle School, 2101 Hawk Dr, Los Alamos, NM 87544

1. **Pledge of Allegiance**
2. **Call to Order**
3. **Roll Call**
4. **Routine Business/Approval of Agenda**
5. **Recognition by the Board**
6. **a. LAHS Student Liaisons**
   b. Superintendent's Report
   c. Public Comment for items not on the agenda
7. **Routine Business/Consent Agenda items**
   Budget Adjustment Report
   Policy 5126, Pol - Student Grades and Transcripts, Policy Reviewed, Non-Substantive Changes
   Draft Minutes, October 13, 2026

FY26/27 **For Board Approval**				
October 22, 2026				
	Account #	**Acct Description**	**Debit**	**Credit**
REVENUE	31600.0000.45303.0000.041000.0000.920.0000	SALE OF PERSONAL AND REAL PROPERTY > $5,000		$ 10,600.00
REVENUE	31600.0000.45304.0000.041000.0000.920.0000	SALE OF PERSONAL PROPERTY/EQUIP.- TRANS.		$ 3,125.00
EXPENDITURE	31600.4000.57331.0000.041000.0000.920.0000	FIXED ASSETS - TRANSPORTATION	$ 13,725.00	
Reason:	Proceeds from Auction sale for bus and 2 vehicles			
Requester:	Brenda Halder, Business Mgr./Maria Elena, Budget Mgr.		**$ 13,725.00**	**$ 13,725.00**

PURPOSE

The Board of Education establishes this policy to define the District's philosophy and guiding principles for grading and reporting student achievement. Consistent with the District vision and strategic plan, grades shall serve students, families, and educators as an honest and meaningful communication of learning.

PHILOSOPHY OF GRADING

The Board believes that a grade should communicate, as accurately as possible, what a student knows and is able to do relative to grade-level standards and course expectations. A student's academic grade shall reflect demonstrated content knowledge and skills. Schools should support continued learning by preserving meaningful opportunities for students to demonstrate growth and mastery over time. The Board affirms the professional judgment of teachers. The grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy and administrative regulation.

GUIDING PRINCIPLES

Grading and reporting practices throughout the District shall be guided by the following principles:

1. **Accuracy and meaning.** A grade should be a valid reflection of a student's learning. Grading practices should be designed so that grades communicate student achievement and mastery as clearly and accurately as possible.
2. **Transparency.** Students and families should understand how grades are determined and should receive timely, clear information about academic progress so that they can act on it. Grading practices and student expectations should be communicated at the start of a course or grading period.
3. **Consistency and professional judgment.** Students enrolled in the same course shall be evaluated in relation to common academic standards and course expectations. Educators are encouraged to collaborate to promote consistency while retaining appropriate professional judgment in instructional and assessment practices.
4. **Equity and fairness.** Grading practices should provide students with fair and meaningful opportunities to demonstrate learning. Academic grades should primarily reflect achievement, course standards and learning expectations and not means or resources available to the students.

APPLICATION ACROSS PK-12

These principles apply uniformly across the District and are implemented in developmentally appropriate ways at each level. The form that grading and reporting take—for example, standards-based reporting in the elementary grades and letter or percentage grades in the secondary grades—may differ, but the underlying commitments to accuracy, transparency, consistency, equity, and support for learning remain constant from Pre-Kindergarten through Grade 12.

TRANSCRIPTS

Student transcripts are permanent records and shall be processed and archived by the high school registrar.

DELEGATION TO THE SUPERINTENDENT

The Board directs the Superintendent, or designee, to develop, maintain, and communicate administrative regulations and school-level procedures that put this policy into practice, including the development of specific grading scales.

Legal References:

NMSA 22-2-8.13 Standardized Statewide Grading System

1.21.2.189 NMAC Student Transcripts

6.29.1.9.J.7 NMAC Standards for Excellence

6.30.10 NMAC Final Course and Other Student Grade Changes

6.60.9.9 NMAC Code of Ethical Responsibility of the Educational Profession

Policy Revised 05/17, 10/26
Policy Reviewed 12/14
Policy Adopted 11/08

~~Los Alamos Public School District is required to establish a written policy for any written changes to a student's grade under NMAC 6.30.10.¶~~

~~¶~~

~~Student transcripts are permanent records and shall be processed and archived by the high school Registrar. NMAC 1.21.2.189¶~~

~~¶~~

~~The Superintendent will establish regulations to implement this policy in accordance with any state and federal law and regulations.~~

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GUIDING PRINCIPLES

Grading and reporting practices throughout the District shall be guided by the following principles:

1. **Accuracy and meaning.** A grade should be a valid reflection of a student's learning. Grading practices should be designed so that grades communicate student achievement and mastery as clearly and accurately as possible.~~Practices that distort the academic meaning of a grade—inflating it or deflating it for reasons unrelated to demonstrated learning—should be avoided.~~
2. **Transparency.** Students and families should understand how grades are determined and should receive timely, clear information about academic progress so that they can act on it. Grading practices and s~~S~~tudent expectations should be communicated at the start of a course or grading period.
3. **Consistency and professional judgment.** Students enrolled in the same course shall be evaluated in relation to common academic standards and course expectations. Educators are encouraged to collaborate to promote consistency while retaining appropriate professional judgment in instructional and assessment practices.~~Consistency within a course or standard. Collaboration among educators helps a given grade carry comparable meaning from one classroom to the next. Students enrolled in the same course should be assessed against the same standards and expectations, regardless of section or teacher.~~
4. **Equity and fairness.** Grading practices should provide students with fair and meaningful opportunities to demonstrate learning. Academic grades should primarily reflect achievement, course standards and learning expectations and not means or resources available to the students.~~A grade should reflect a student's academic performance and demonstrated learning, rather than circumstances unrelated to learning. Students shall not receive grade penalties or rewards, such as extra credit, for non-academic compliance like bringing supplies. Every student shall have a fair and meaningful opportunity to demo nstrate learning.~~

APPLICATION ACROSS PK-12

These principles apply uniformly across the District and are implemented in developmentally appropriate ways at each level. The form that grading and reporting take—for example, standards-based reporting in the elementary grades and letter or percentage grades in the secondary grades—may differ, but the underlying commitments to accuracy, transparency, consistency, equity, and support for learning remain constant from Pre-Kindergarten through Grade 12.

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Policy Revised 05/17, 10~~09~~/26
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October 13, 2026 at 5:30 PM - Los Alamos Public Schools Board Meeting

1. **Pledge of Allegiance**

2. **Call to Order, 5:30 pm**

3. **Roll Call**
President Wyman, Absent
Vice President Coupland, Here
Secretary Colgan, Absent
Member Jaurigue, Here
Member Baker, Here

A quorum is present.

4. **Routine Business/Approval of Agenda**

Member Jaurigue: I MOVE the School Board approve the Agenda for October 13, 2026, with the amended order of switching Items 8 and 9 as presented.
All in Favor, AYE
Motion Carries

5. **Recognition by the Board**
Vice President Coupland recognized Hispanic Heritage Month, which is celebrated from September 15 through October 15. This celebration highlights cultural, economic, and societal contributions of Hispanic Americans to Northern New Mexico and our nation. Vice President Coupland recognized the diversity within the Los Alamos Public Schools population.

6. **a. Student Liaison Representatives** - Ezra Kozimor was in attendance.
b. Superintendent's Report
Superintendent Guy introduced our new high school liaisons. Our 11th grade liaisons are Ezra Kozimor, Silas Laskie, and Hailey Apodaca. Our 12th grade liaison is Eliana Padilla.

c. Public Comment for items not on the agenda

Jake Adams, of 341 Aragon Ave, had public comments on grading.

7. **Routine Business/Consent Agenda items**
Fund and Function Report
Adjusting Entries Report
Budget Adjustment Report, 9.24.26
Budget Adjustment Report, 10.13.26
Disposals
Draft Minutes, September 8, 2026
Draft Minutes, September 24, 2026

Member Jaurigue: I MOVE the Board approve the Consent Agenda for October 13, 2026 with the correction to the September 8 Draft Minutes as presented.
All in Favor, AYE
Motion Carries

8. Amendment to Lease Agreement
Presented by Ms. Johnson, Coordinator of Leased Facilities and Assistant Superintendent Johnson
Requested approval to expand the lease for the Los Alamos Community Ceramics Club in the district-owned strip mall from 900 sq. ft. to include an additional 239 sq. ft. (moving into space Q2).
Monthly rent will increase to $3,048.02.
Tenant responsible for all costs associated with facility modifications (e.g., additional kiln installation).

Member Baker: I MOVE the School Board approve the Amendment to Lease Agreement as presented.
All in Favor, AYE
Motion Carries

9. **LAPS Prevention Program Overview**
Presented by Sylvia Diehl, Prevention Support Specialist
Ms. Diehl explained that the LAPS Prevention Program focuses on the following:

1. Focus on solving root issues proactively before problems arise,

2. Empowering students and the community using existing strengths rather than a deficit-based model, and
3. Utilizing Youth Risk and Resiliency Survey (YRRS) data and local insight and needs.

The district uses a structured multi-layer approach wrapping support around the student, teachers and staff, parents and caregivers, and the community. She discussed the Resilience Initiative which includes a Youth Peer Ambassador Program and Staff wellness training. Six students are selected for the ambassador program. They are trained to work with their peers. Staff wellness training also gives staff tools to use to strengthen their skills as well. The initiative is made possible by the Los Alamos Community Foundation. Sources of Strength builds on eight protective factors and is a nationally recognized, evidence-based program to help students build the supports they need to get through difficult times.

Board member Jaurigue voiced his thanks and appreciation for this resource. Vice President Coupland also shared that this is and has been a strong resource for Los Alamos.

10. **Second Read of Draft Policy 5129 on Grading**
Presented by Assistant Superintendent Payne

Board members discussed several provisions that they want to see in the grading policy:

Transparency & Clarity: Board members discussed ensuring grading rules, weighted categories, and standards-based criteria are accessible and clear to parents and students across all grade levels.

Equity & Outside Resources: Emphasized that student grades should reflect academic achievement and core standards rather than access to outside resources (such as internet access or costly project materials).

Policy vs. Regulation: Agreed that Policy 5126 should remain a broad, overarching guiding document, while specific details, weightings, and grade-level nuances will be defined in the forthcoming district regulations.

Proposed Amendments:
Edit the transparency section to state that "student expectations and grading practices" should be communicated and remain available for review.
Add language under equity and fairness specifying that academic grades should "not reflect the means or resources available to the student."

Member Jaurigue: I MOVE the School Board move Policy 5126 Student Grades and Transcripts to the Consent Agenda on October 22, 2026, with the recommended changes as presented.
All in Favor, AYE
Motion Carries

11. **Chamisa Elementary School Report and Presentation**
Presented by Principal Meek
Discussion Only

Principal Meek discussed Chamisa's Focus and Theme for the year, "Be the Bounce" (focusing on resiliency, risk-taking, and building connection). Chamisa students are learning through the 3 C's: Connection, Courage and Competence. These programs integrate social-emotional learning (SEL) and civic responsibility through monthly "Cheetah Champions" recognitions and celebrations.

The school has shown a strong growth noted in ELA and Science; math progress is steady but slower. Focus is on strengthening foundational number sense and Base 10 knowledge. Chamisa is targeting an ambitious 5 percentage point growth across grade levels in mathematics. Chamisa is transitioning to evidence-based math practices (JUMP Math, Spring Math, and Kansas Math Project PD) supported by a dedicated hands-on math coach.

12. **Strategic Plan Update on Academic Excellence**
Presented by Superintendent Guy
Discussion Only

State assessment data indicated Los Alamos Public Schools continues to strongly outperform state proficiency averages across math, literacy and science.

Interventions and supports aligning with the Yazzie/Martinez lawsuit priority areas remain a focus. Los Alamos High School achieved the highest math growth rate in the state among large schools (+15 percentage point increase), placed in the top 10 statewide in science (+11.5 percentage point increase) and showed strong literacy growth.

Pinon Elementary school ranked #17 in New Mexico for growth within its size category, with a 9.8% gain. Science proficiency at Barranca Mesa Elementary jumped 17 points (from 55% to 72%), the largest single-year gain in the district.

All district schools maintain "Spotlight" status, placing them in the top 25% of schools statewide.

Superintendent Guy attributed these sustained gains to consistent board vision and support, districtwide Professional Learning Communities (PLCs), explicit instruction, curriculum adoption grounded in the science of learning (such as LETRS and AIMS training for literacy and Spring Math/Kansas Math Project for math) and improved testing culture.

13. **Board Committee Updates**

Member Baker reported that JJAB will receive their major funding. There was some uncertainty about this last month. JJAB also has some new energetic staff who are excited about the upcoming year.

Member Jaurigue and Vice President Coupland reported that in addition to the Student Grading policy, they are continuing to work on an AI policy. This new policy will be very important to our district.

Vice President Coupland and Superintendent Guy attended the LAC/UNMLA/LAPS luncheon. The county comprehensive master plan was discussed. Legislators, county representatives and LAPS also toured some areas at the high school and ski hill to get an idea of our priorities moving forward. The legislators appeared to be receptive.

14. **Future Business**

Thurs, October 22, LAPS Board Meeting, Los Alamos Middle School, 5:30 pm
Tues, Nov 3, Election Day, No School
Tues, Nov 10, LAPS Board Meeting, LAPS Board Room, 5:30 pm
Wed, Nov 11, Veterans' Day, No School

Dec 3-5, NMSBA Annual Convention
Tues, Dec 8, LAPS Board Meeting, LAPS Board Room, 5:30 pm

15. **Adjournment**

Member Baker: I MOVE we adjourn this meeting.

Meeting adjourned at 7:45 pm.

8. **Los Alamos Middle School Presentation**

Presented by Principal Cardiel, Assistant Principal Meagan Selis, and Assistant Principal Colby Holland

Discussion Only

LAMS SCHOOL BOARD MEETING

OCTOBER 22, 2026

SPOTLIGHT SCHOOL



New Staff

Since May of 2026, we have hired 14 new teachers! And made changes with existing staff…

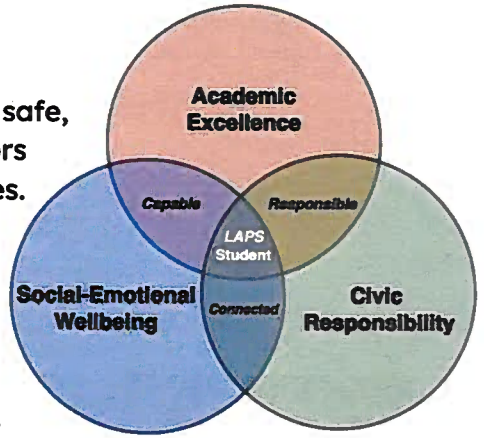


New Staff

Alaina Agnew - 7th Math
Kaitlyn Alonzo - EA
Sarah Altschuler - 7th Math
Daniel Begnaud - EA
Owen Bratvold - 8th ELA
Jacob Dunwoody - ILP
Rebecca Flavin - 8th Science
Giovanna Garofalo - 7th Social Studies
Ksenia Garbett - EA
Rachel Glickler-Duggins - 7th Sped ELA
Bradley Harlow - Lifetime & Fitness
Linda Harlow - 7th Social Studies
Erin Jurkowski - 8th Math
Ryan McLaughlin - 8th Social Studies
Signe Moore - SLP
Mitsi Pair-Willard - 8th ELA
Angelina Pompeo - 7th ELA
Jordan Ray - 8th Science
Miel Rim - ELL
Kenneth Risch - 7th Social Studies
Meagan Selis - Assistant Principal
Beatriz Spurrier - ILP/PSP

100% of LAPS students will meet or exceed grade level expectations in three key areas:
Academic Excellence,
Social-Emotional Wellbeing
and Civic Responsibility.

Los Alamos Public Schools exist to provide a safe, engaging learning environment that honors diversity and ensures every student thrives.



- Be accountable for every child.
- Address the root cause.
- Stay meaningfully engaged.
- Ensure students have a voice in the process.
- Filter all decisions through the lens of the whole person.

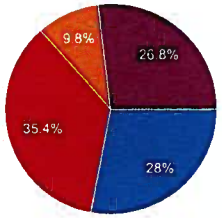
Goal One: Academic Excellence:

100% of students will meet or exceed grade level expectations in Early Literacy, Language Arts, Math, Science, and Graduation Rates.

- Walkthrough Data
- Teacher Evaluations
- Master Schedule
- Data Analysis

2025/2026

3C: Engaging Students in Learning Indicators: Intentional planning for engagement: To include: Observable enthusiasm & interest, effective ...ion, & higher-level thinking and problem solving.
82 responses

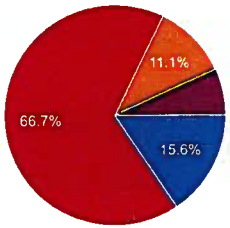






2026/2027

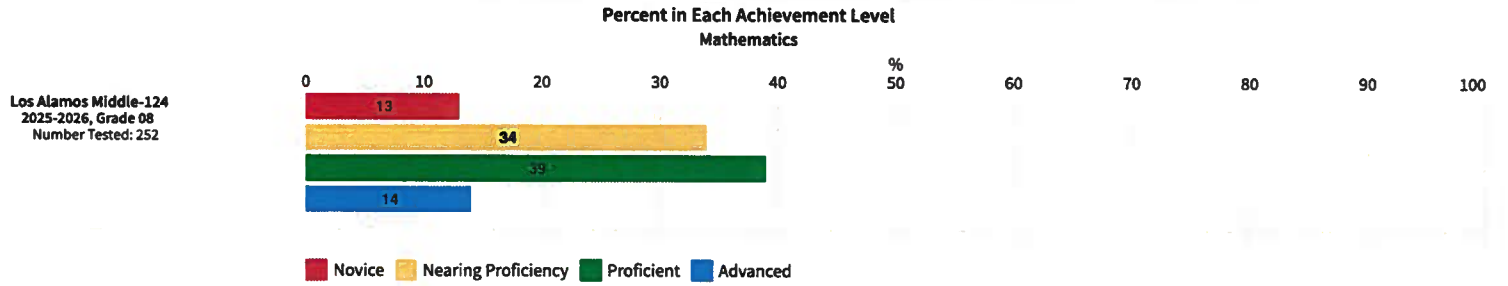
3C: Engaging Students in Learning Indicators: Intentional planning for engagement: To include: Observable enthusiasm & interest, effective...ation, & higher-level thinking and problem solving.
45 responses





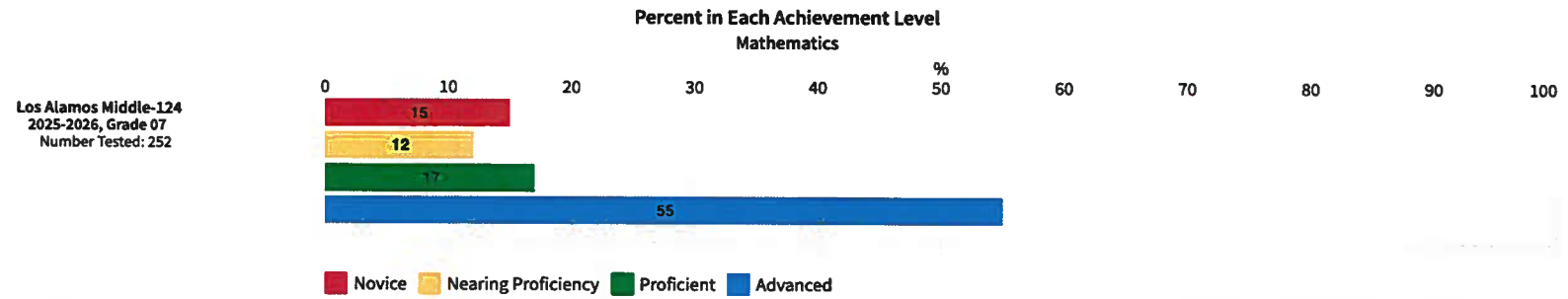
Los Alamos PUBLIC SCHOOLS
MULTIPLYING POTENTIAL

DASH Math Goals



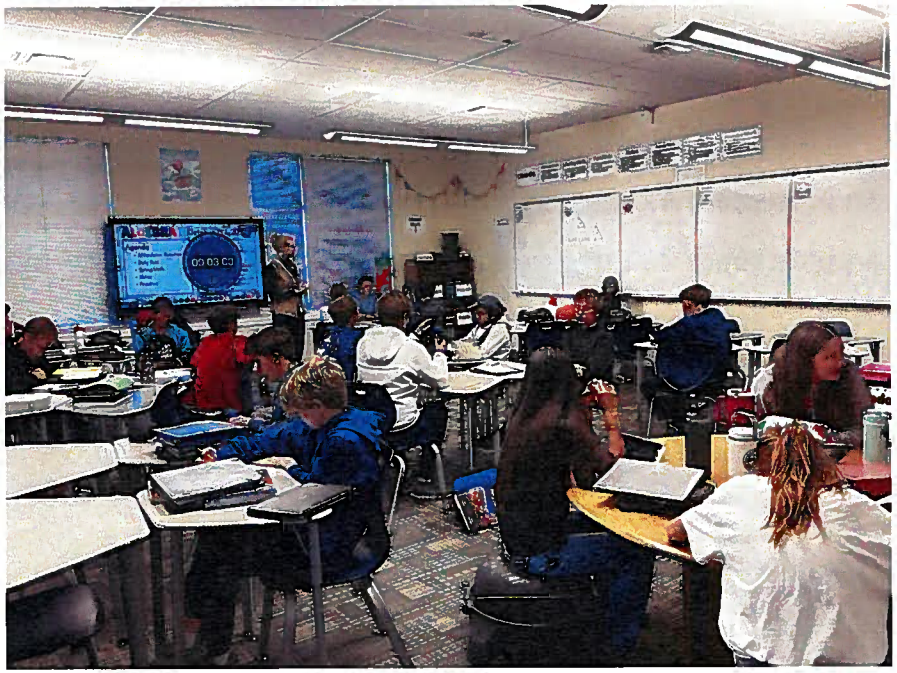
58% of 8th grade students will be at or above proficiency in Math as measured by NM-MSSA (May 2027)

75% of 7th grade students will be at or above proficiency in Math as measured by NM-MSSA (May 2027)



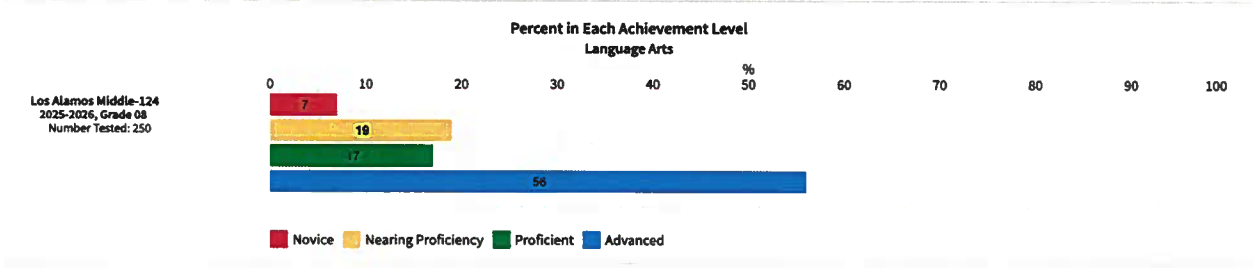
MATH in Action





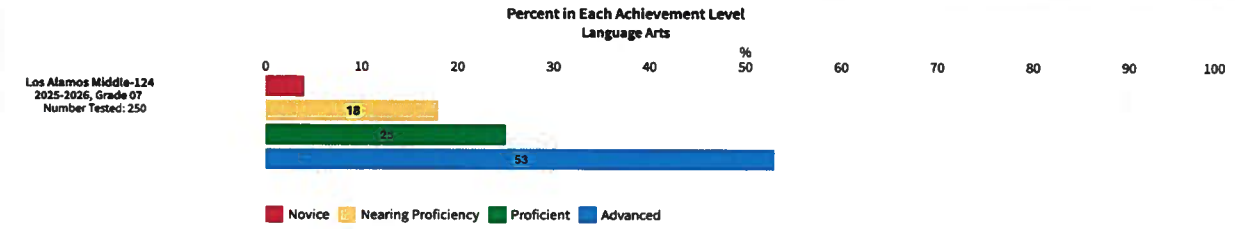


DASH ELA Goals



76% of 8th grade students will be at or above proficiency in ELA as measured by NM-MSSA (May 2027).

80% of 7th grade students will be at or above proficiency in ELA as measured by NM-MSSA (May 2027).



ELA in Action







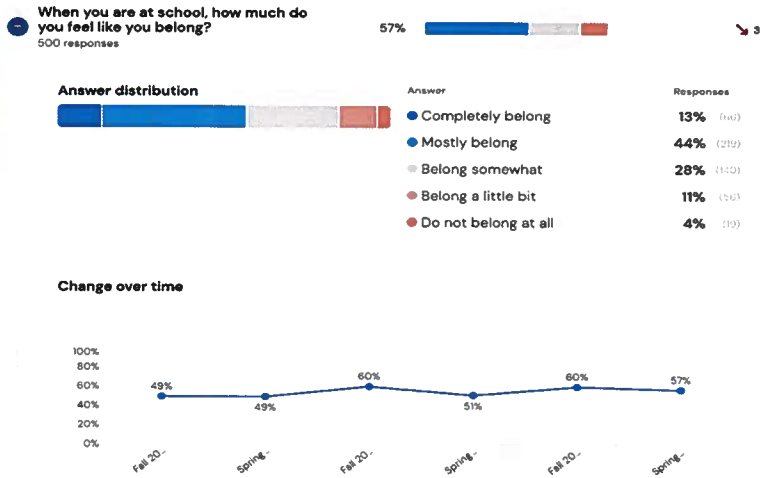
Goal Two: Social-Emotional Wellbeing

100% of students will demonstrate social-emotional wellbeing.

- Panorama Survey
- Plus 1 Survey

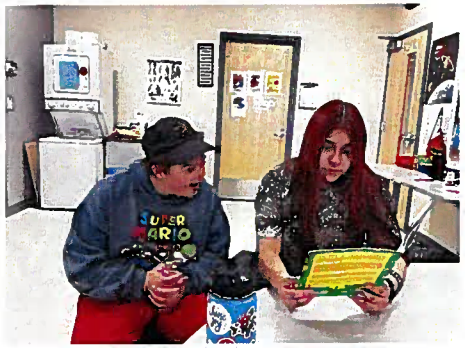
DASH Goal: Panorama surveys conducted S1 & S2 during Homeroom, will show growth of 1-5% from Spring 2026 - Spring 2027 when asked "When you are at school, how much do you feel like you belong".





Goal Three: Civic Responsibility

100% of students develop the skills and dispositions to be productive and responsible citizens and treat each other civilly both now and in the future.



- Hawkeye Team (Safe & Civil Schools)
- School-community partnerships
  - YMCA
  - JJAB
  - Hawk Hangouts
  - Teen Center
  - Youth Activity Center
  - Los Alamos County Social Services (MS Focus Groups)











School Community

School Dances

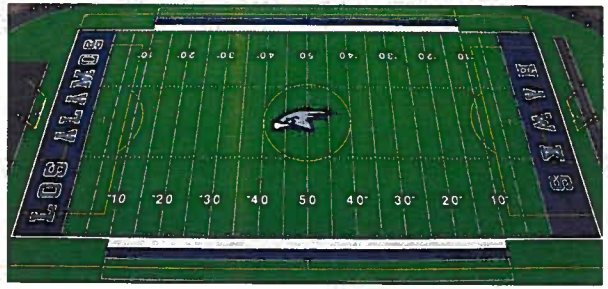


CLUBS

22 Lunch Clubs thus far!

ATHLETICS





School Community

HAWK LIBRARY

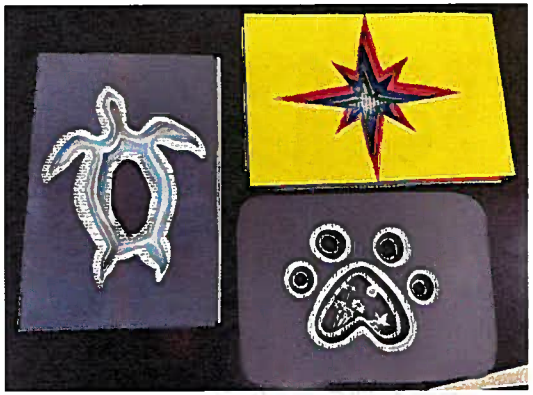




Staff Vs. Student Games



ELECTIVES



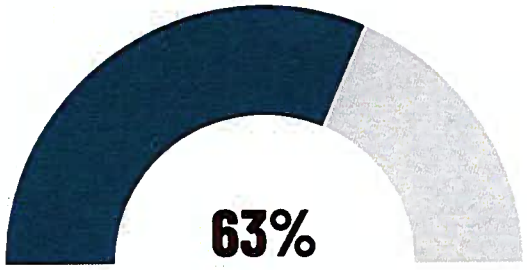
Interactive Social Studies





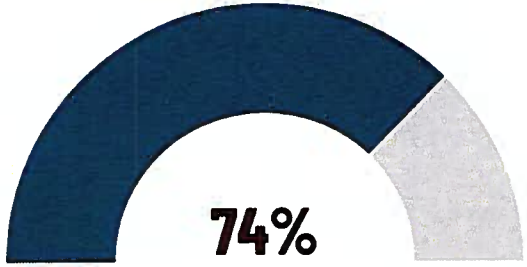
Continuing PLC Work

MATH PROFICIENCY



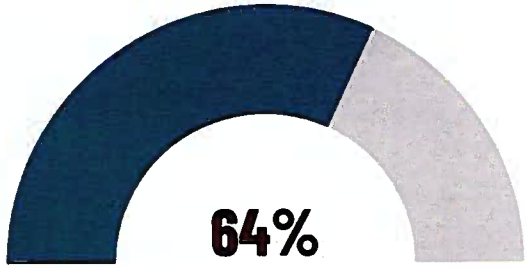
The percentage of students proficient and above in math.

READING PROFICIENCY



The percentage of students who are proficient and above in reading.

SCIENCE PROFICIENCY

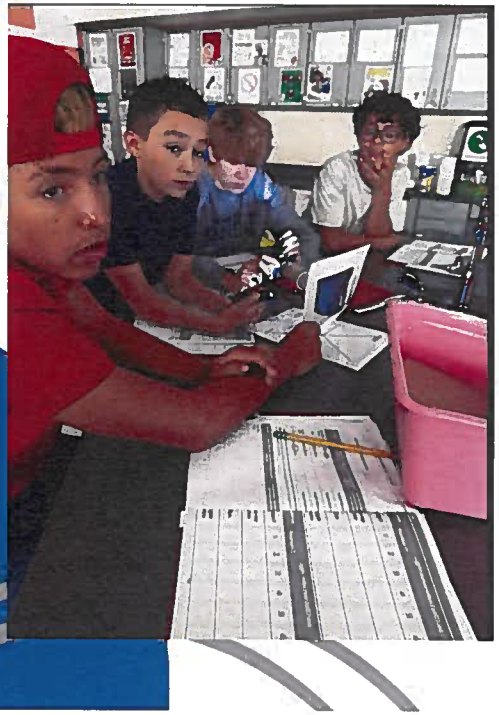


The percentage of students who are proficient and above in science.

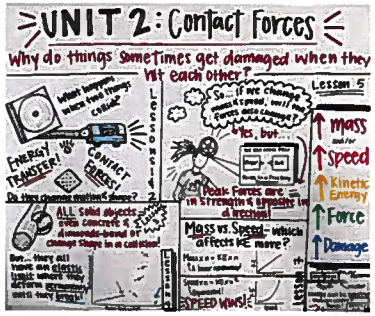
Next Steps: We will continue with strong and embedded efforts in implementing the research-based system (PLC) to analyze student data and address instructional practices in order to increase student learning and proficiency, all while implementing the adopted HQIM.

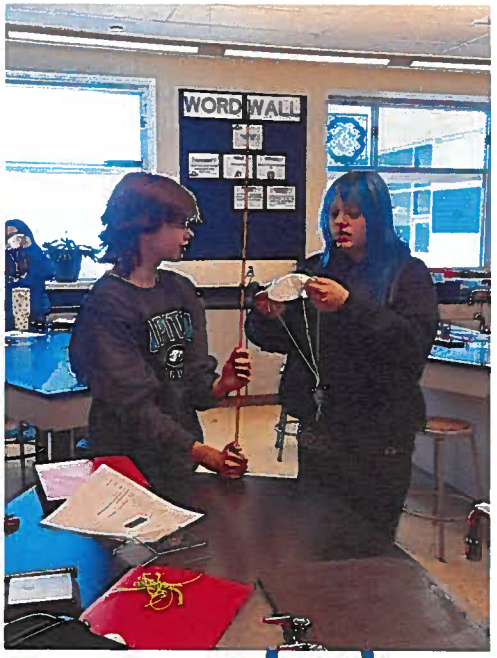
Tonight's Highlight:

SCIENCE 8 PLC









Science 8 PLC: Collaboration in Action

Adrienne Hetrick- Science 8 PLC Lead

School Board Presentation | Los Alamos Middle School

Science 8 PLC: Collaboration in Action

PLC Team:

Adrienne Hetrick- Lead Science 8

Rebecca Flavin- Science 8

Jordan Ray- Science 8

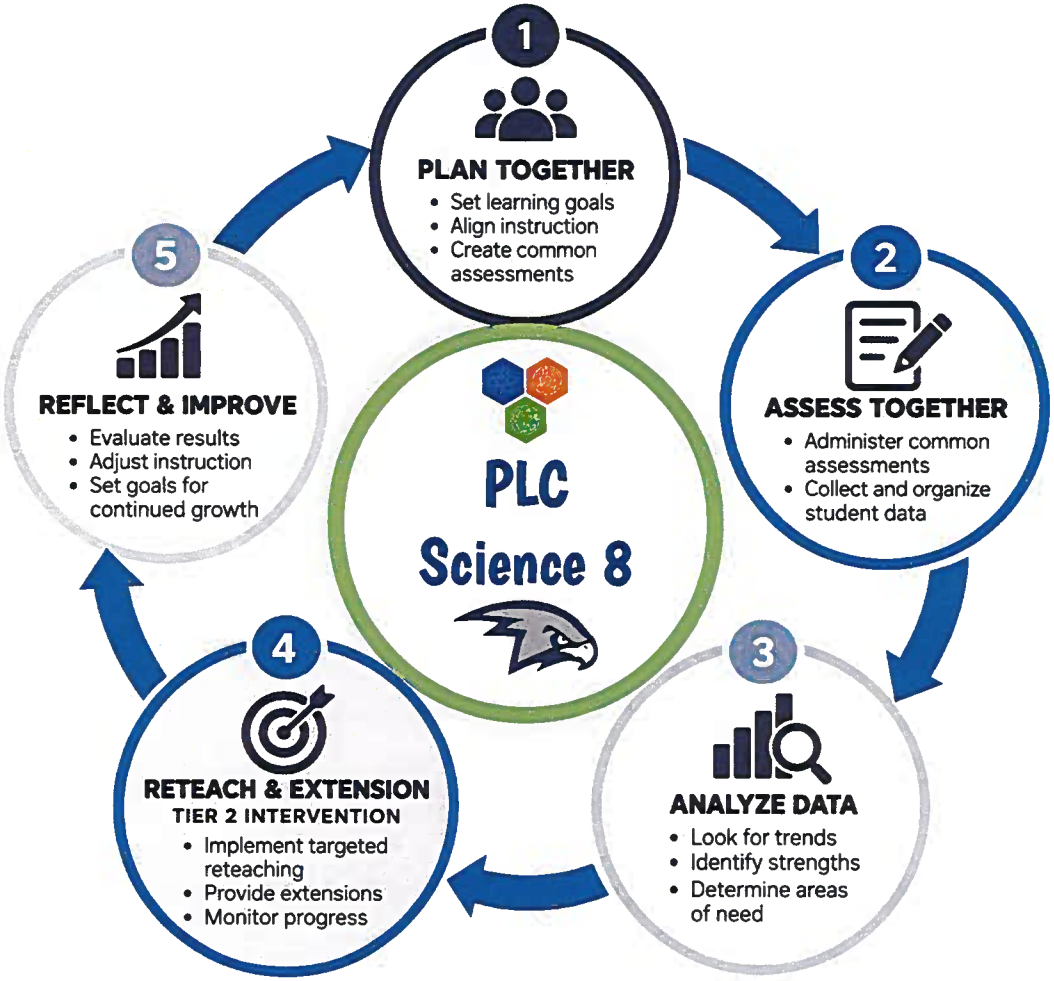
Our shared goal:

Ensuring every Science 8 student has opportunities to achieve mastery on NGSS (Next Generation Science Standards) Standards

How Our PLC Operates

A consistent cycle of collaboration

- Collaborative lesson planning using OpenSciEd and NGSS learning goals
- Developing common formative assessments
- Analyzing student work and identifying misconceptions
- Planning reteach and extension instruction
- Reflecting on results and adjusting instruction

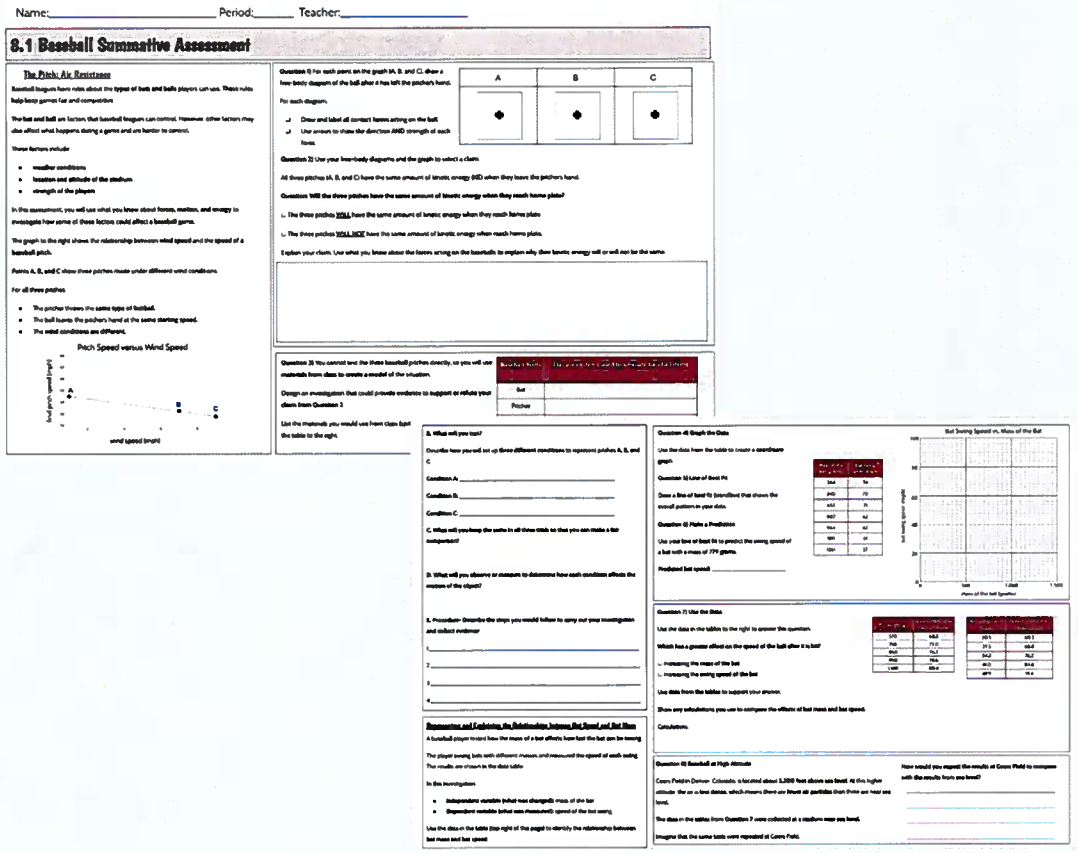

1
PLAN TOGETHER
• Set learning goals
• Align instruction
• Create common assessments
2
ASSESS TOGETHER
• Administer common assessments
• Collect and organize student data
3
ANALYZE DATA
• Look for trends
• Identify strengths
• Determine areas of need
4
RETEACH & EXTENSION
TIER 2 INTERVENTION
• Implement targeted reteaching
• Provide extensions
• Monitor progress
5
REFLECT & IMPROVE
• Evaluate results
• Adjust instruction
• Set goals for continued growth
PLC
Science 8

Common Formative Assessments: The Foundation of Our Decisions

Consistent expectations across three classrooms

The PLC team collaboratively develops assessments that all students complete

The PLC team uses assessment results to identify students who have demonstrated mastery and those who need additional support


Name:_____ Period:_____ Teacher:_____

8.1 Baseball Summative Assessment

The Pitch: Air Resistance

Baseball leagues have rules about the types of bats and balls players can use. These rules help keep games fair and competitive.

The bat and ball are factors that baseball leagues can control. However, other factors may also affect what happens during a game and are harder to control.

These factors include:

- weather conditions
- location and altitude of the stadium
- strength of the players

In this assessment, you will use what you know about forces, motion, and energy to investigate how some of these factors could affect a baseball game.

The graph to the right shows the relationship between wind speed and the speed of a baseball pitch.

Points A, B, and C show three pitches made under different wind conditions.

For all three pitches:

- The pitcher throws the same type of fastball.
- The ball leaves the pitcher's hand at the same starting speed.
- The wind conditions are different.

Pitch Speed versus Wind Speed

ball pitch speed (mph)

wind speed (mph)

A

B

C

Question 1) For each point on the graph (A, B, and C), draw a free-body diagram of the ball after it has left the pitcher's hand.

For each diagram:

- Draw and label all contact forces acting on the ball.
- Use arrows to show the direction AND strength of each force.

Question 2) Use your free-body diagrams and the graph to select a claim.

All three pitches (A, B, and C) have the same amount of kinetic energy (KE) when they leave the pitcher's hand.

Question: Will the three pitches have the same amount of kinetic energy when they reach home plate?

- The three pitches WILL have the same amount of kinetic energy when they reach home plate.
- The three pitches WILL NOT have the same amount of kinetic energy when reach home plate.

Explain your claim. Use what you know about the forces acting on the baseballs to explain why their kinetic energy will or will not be the same.

Question 3) You cannot test the three baseball pitches directly, so you will use materials from class to create a model of the situation.

Design an investigation that could provide evidence to support or refute your claim from Question 2.

List the materials you would use from class (see the table to the right.

Baseball Bat	Ramp
Ball	
Pitcher	

A. What will you test?

Describe how you will set up three different conditions to represent pitches A, B, and C.

Condition A: _____

Condition B: _____

Condition C: _____

C. What will you keep the same in all three trials so that you can make a fair comparison?

D. What will you observe or measure to determine how each condition affects the motion of the object?

E. Procedure- Describe the steps you would follow to carry out your investigation and collect evidence:

1. _____
2. _____
3. _____
4. _____

Representing and Explaining the Relationships between Bat Speed and Bat Mass

A baseball player is interested in how the mass of a bat affects how fast the bat can be swung.

The player swings bats with different masses and measured the speed of each swing. The results are shown in the data table.

In this investigation:

- Independent variable (what was changed): mass of the bat
- Dependent variable (what was measured): speed of the bat swing

Use the data in the table (top right of this page) to identify the relationship between bat mass and bat speed.

Question 4) Graph the Data

Use the data from the table to create a coordinate graph.

Mass of the Bat (g)	Swing Speed (mph)
260	74
840	70
652	71
907	62
964	62
1011	59
1064	57

Bat Swing Speed vs. Mass of the Bat

Swing Speed (mph)

Mass of the Bat (grams)

Question 5) Line of Best Fit

Draw a line of best fit (unofficial that shows the overall pattern in your data.

Question 6) Make a Prediction

Use your line of best fit to predict the swing speed of a bat with a mass of 799 grams.

Predicted bat speed: _____

Question 7) Use the Data

Use the data in the tables to the right to answer the question.

Which has a greater effect on the speed of the ball after it is hit?

- increasing the mass of the bat
- increasing the swing speed of the bat

Use data from the tables to support your answer.

Show any calculations you use to compare the effects of bat mass and bat speed.

Calculations:

Mass of the Bat (g)	Swing Speed (mph)
570	66.3
766	71.1
850	76.7
940	78.4
1,488	88.4

Mass of the Bat (g)	Swing Speed (mph)
20 1	66.7
31 1	68.8
34 2	76.2
40 3	84.8
49 4	91.4

Question 8) Baseball at High Altitude

Coors Field in Denver, Colorado, is located about 5,200 feet above sea level. At this higher altitude the air is less dense, which means there are fewer air particles than there are near sea level.

The data in the table from Question 7 were collected at a stadium near sea level.

Imagine that the same tests were repeated at Coors Field.

How would you expect the results at Coors Field to compare with the results from sea level?

_____

_____

_____

Reteach & Extension: Meeting Students Where They Are

One grade level. Three classrooms. Shared responsibility

Common Lessons (From OpenSciEd Curriculum)

Common formative assessment

RETEACH

PLC Lead Teacher

Students needing additional instruction from all three classes

EXTENSION

Two New Teachers + GATE

Students demonstrating mastery deepen and apply their learning

Explain that students in reteach revise their original formative assessments to demonstrate improved understanding

Common Summative Assessment

Using Data to Track Growth & Identify Student Needs

Making student learning visible

Shared Google Sheets tracker covering all eighth-grade science students.

- Monitor performance across formative assessments
- Track progress following reteaching and revisions
- Identify students who continue to struggle after Tier 2 interventions
- Recognize patterns across learning targets and classrooms
- Use findings to plan additional support

PLC Data Spreadsheet Screenshot

Student Assesment Data: Hetrick									
FA 1%	Level	Reteach	Extension	FA 2%	Level	Reteach	Extension	Summative	Level
9/23		9/25	9/25	9/30		10/2	10/2	10/7	
1A									
89%	Abse...	Abse...	Abse...	100%	Mast...	No	Yes	95%	Mast...
75%	Appr...	Yes	No	100%	Mast...	No	Yes	94%	Mast...
100%	Mast...	No	Yes	100%	Mast...	No	Yes	95%	Mast...
85%	Appr...	Yes	No	100%	Mast...	No	Yes	86%	Appr...
100%	Mast...	No	Yes	100%	Mast...	No	Yes	98%	Mast...
80%	Appr...	Yes	No	100%	Mast...	No	Yes	98%	Mast...
85%	Appr...	Yes	Yes	100%	Mast...	No	Yes	91%	Mast...
100%	Mast...	No	Yes	85%	Appr...	Yes	No	95%	Mast...
75%	Abse...	Abse...	Abse...		Abse...	Yes	No		Abse...
100%	Mast...	No	Yes	100%	Mast...	No	Yes	92%	Mast...
85%	Appr...	Abse...	No	85%	Appr...	Yes	No	87%	Appr...
100%	Mast...	No	Yes	100%	Mast...	No	Yes	99%	Mast...
75%	Appr...	Yes	No	100%	Mast...	No	Yes	92%	Mast...
65%	Nee...	Yes	No	75%	Appr...	Yes	No	84%	Appr...
85%	Appr...	Yes	No	100%	Mast...	No	Yes	99%	Mast...
60%	Nee...	Yes	No	100%	Mast...	No	Yes	68%	Nee...

Figure 1 — Formative to summative mastery

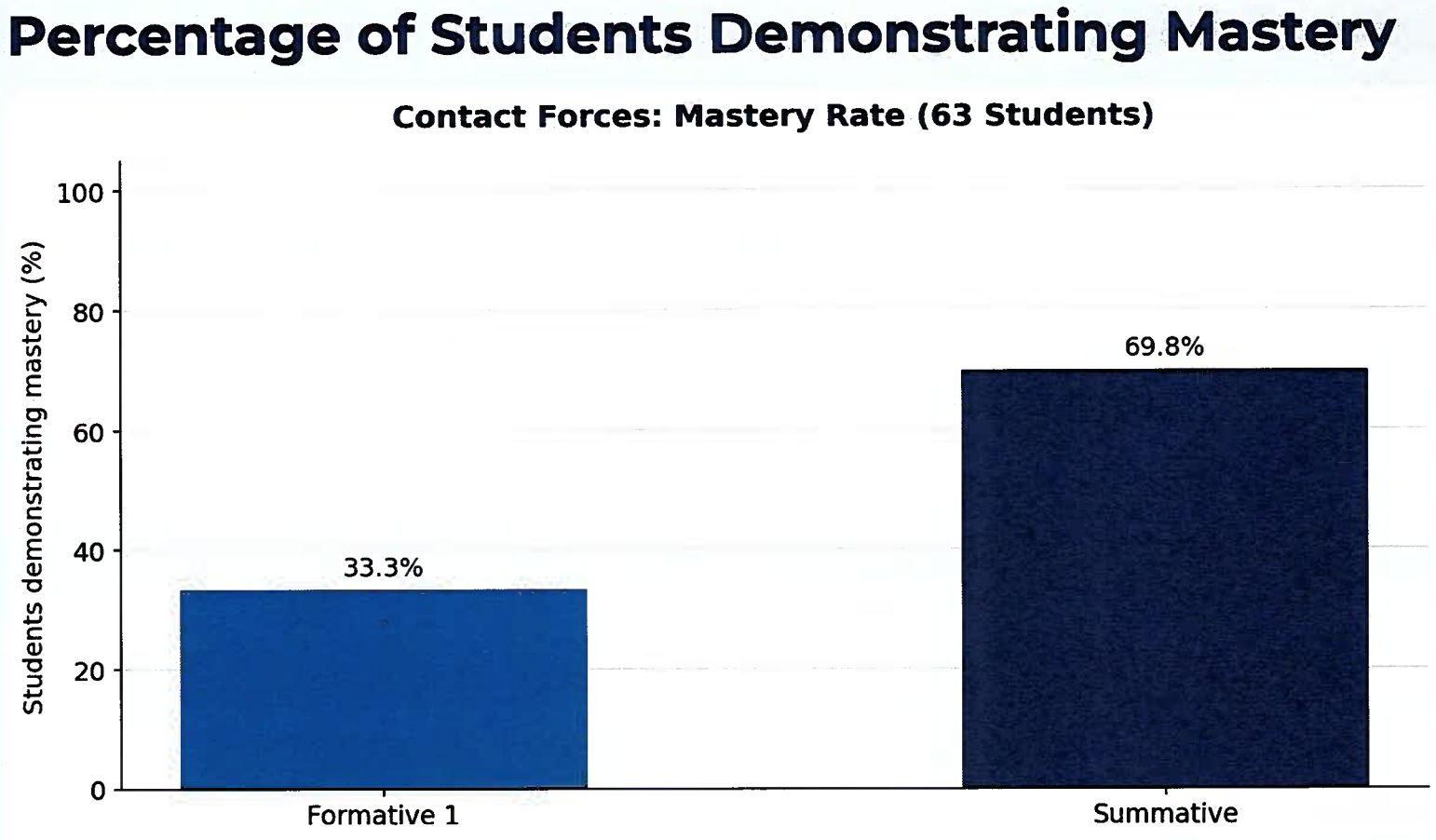


Figure 2 — Average assessment scores

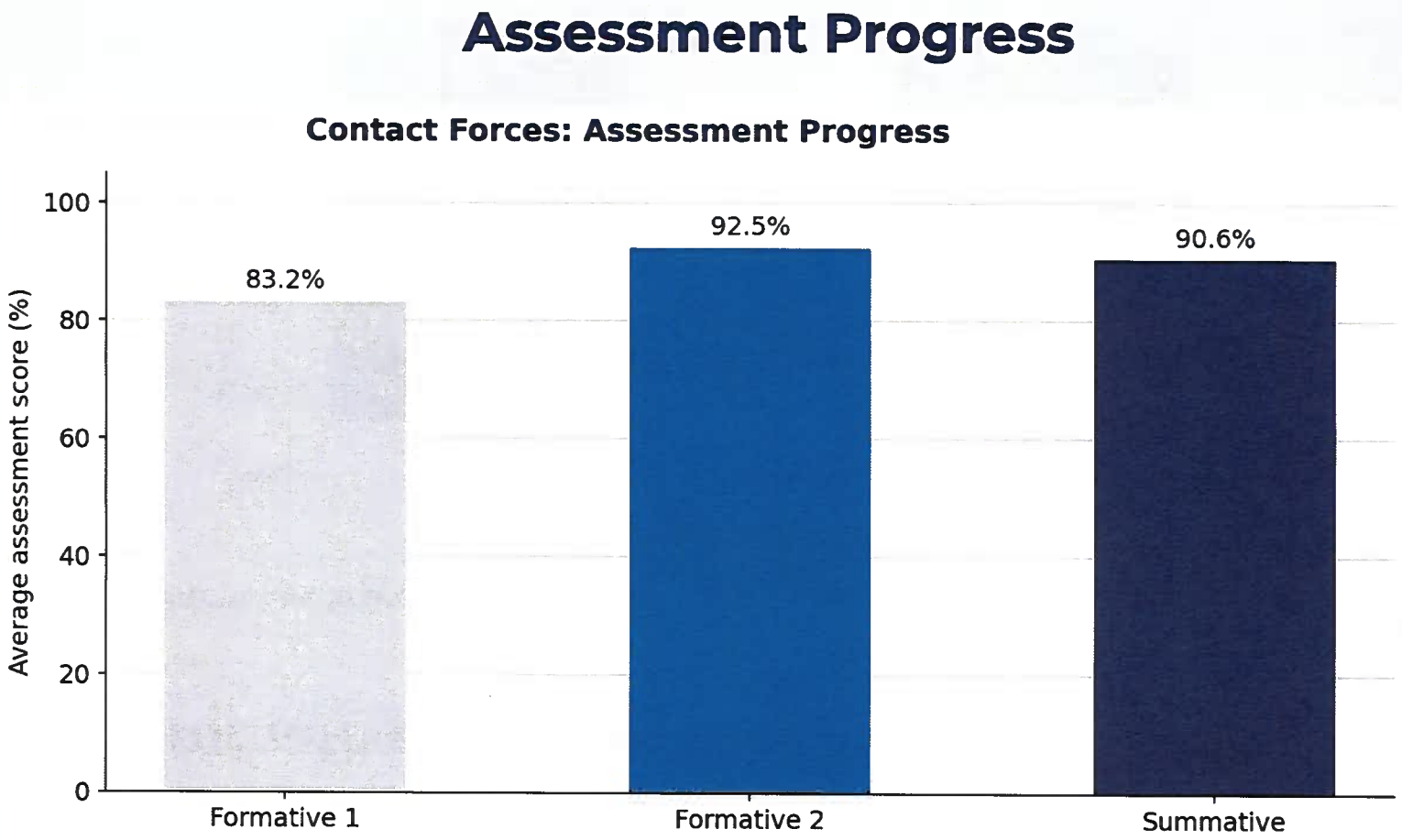
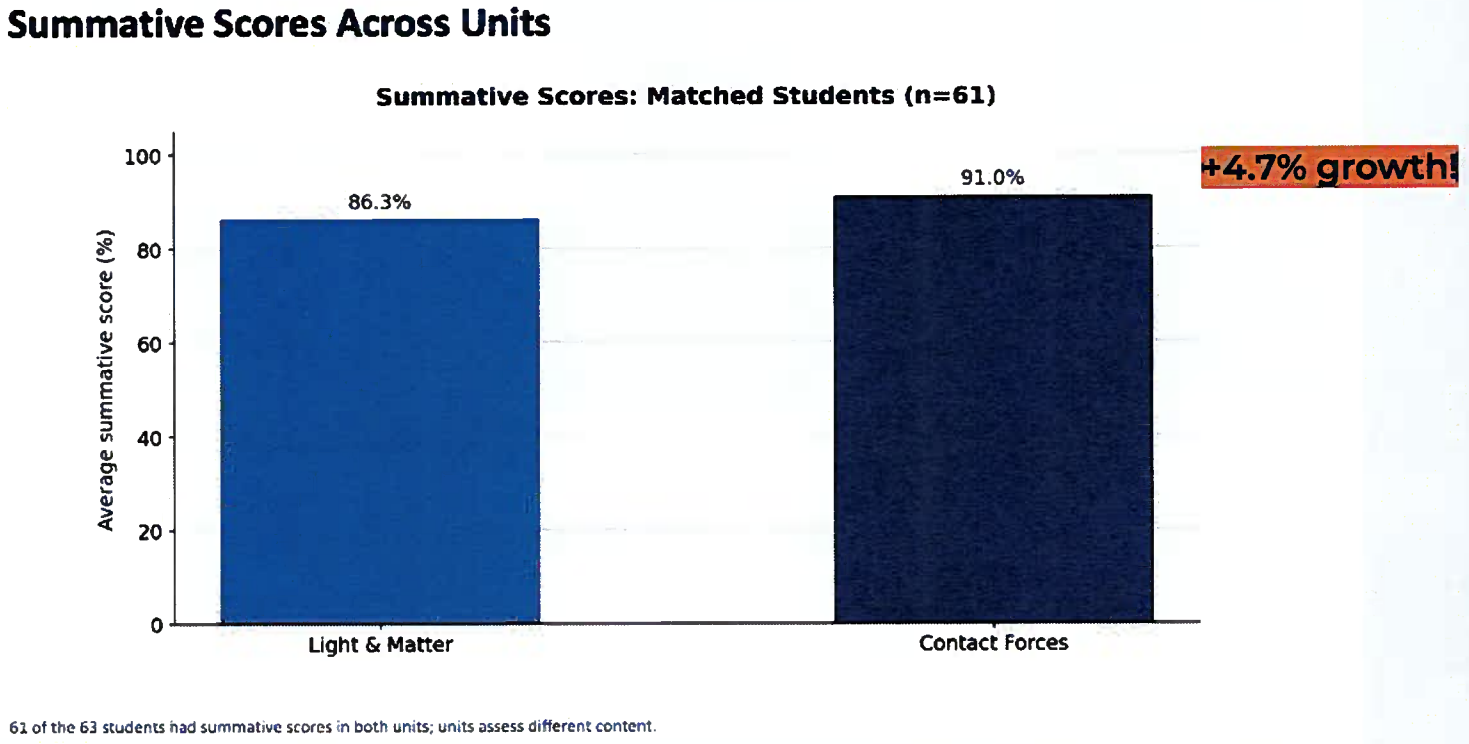


Figure 3 — Comparing the same students across unit

Summative Performance Across Two Units

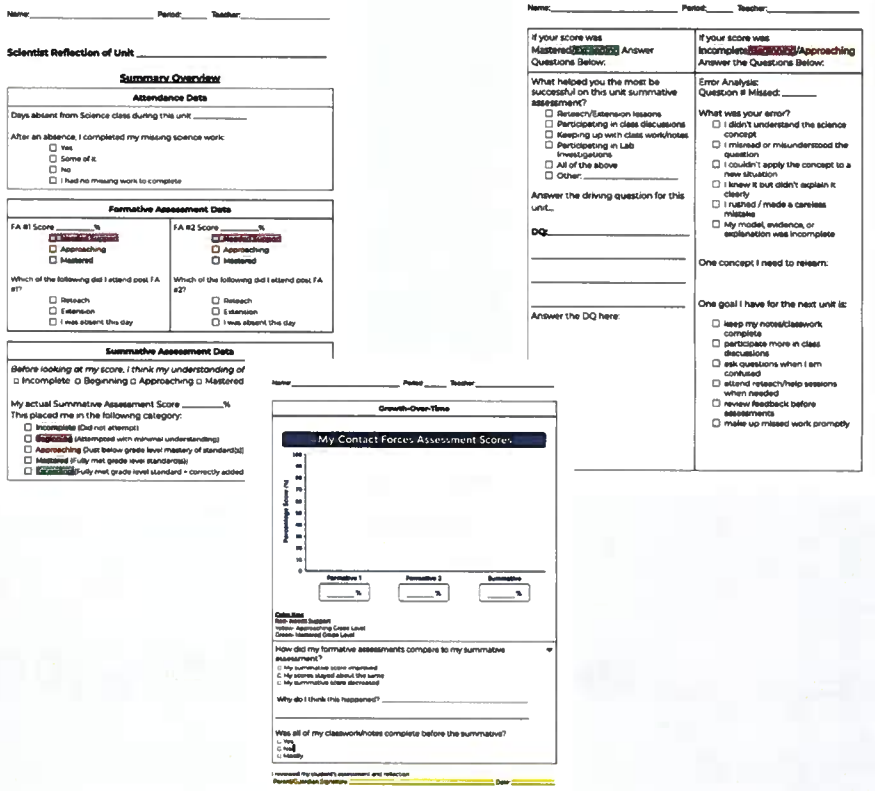


Student Reflection & Ownership of Learning

Helping students become reflective learners

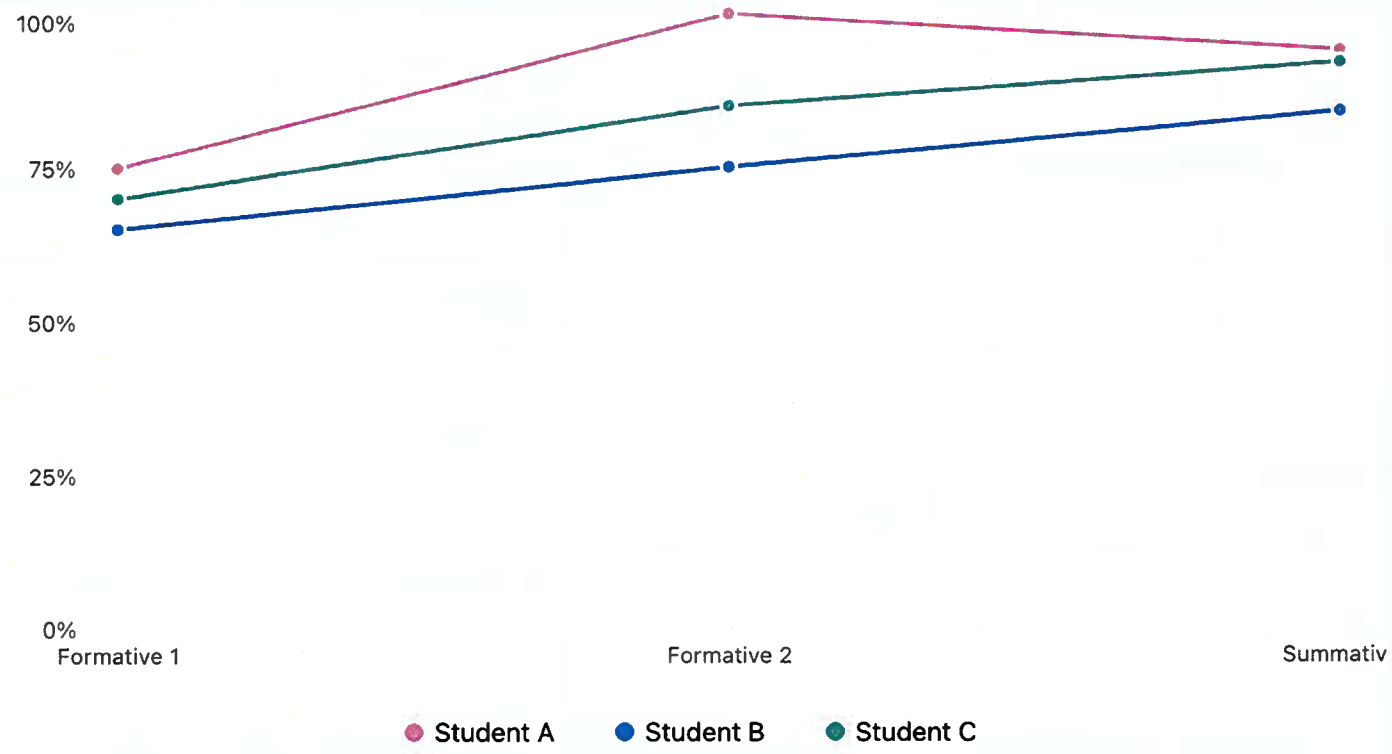
Students complete a reflection after each summative assessment.

Students review their performance, identify strengths and areas for improvement, and consider how they can grow. Reflections are sent home for a parent or guardian signature



Tracking Student Learning Across Assessments

Contact Forces: Individual Student Progress



Selected examples from recorded Contact Forces assessment results; students anonymized.

Proposed intervention model

Student situation	Next step
Masters after initial Tier 2 reteach	No additional intervention needed
Still struggling with one concept	Targeted lunch intervention
Continues struggling across multiple assessments	PLC takes concerns to MLSS Team

Growing Together: Mentoring New Science Teachers

Supporting teacher development through PLC collaboration

Our PLC provides a supportive structure for two first-year science teachers.

- Shared planning and instructional resources
- Collaborative assessment design and analysis
- Consistent expectations across classrooms
- Opportunities to lead extension instruction
- Collaboration with the GATE teacher

This structure supports the new teachers' professional development while allowing them to contribute their own ideas and strengths.

Next Steps: Refining Our Practices

Using the systems we've established to strengthen instruction, assessment, and grading.

1. Track Mastery by Learning Target

2. Make Student Growth More Visible

3. Refine Targeted Reteaching

4. Support District Wide Grading Conversations

Use our PLC's experience to help explore grading practices that communicate what students know and can do.

Our focus: More meaningful data, more responsive instruction, and clearer communication of student learning.

The Power of Collective Responsibility

Stronger together, for every student

For students: Instruction responds to demonstrated learning needs, with opportunities for reteaching, extension, and reflection.

For teachers: Shared planning, assessment analysis, and instructional responsibility support collaboration and professional growth.

For our PLC: Data informs our decisions and helps us identify where additional support is needed.

> "Our PLC is more than a meeting. It's a commitment to shared responsibility, continuous improvement, and ensuring that every Science 8 student has an opportunity to succeed."

QUESTIONS



9. **Update on Future Expenditures for Upgrades and Renovations at 2075 Trinity Drive, 1900 Diamond Drive and 1104 4th Street**
   Presented by Assistant Superintendent Mike Johnson
   Discussion Only
10. **Presentation of Los Alamos Public Schools Literacy Update**
    Presented by Dr. Sharon Fogle

October: Literacy Month

Los Alamos Public Schools
School Board
October 22, 2026



Topics

National Literacy Month

Dyslexia Awareness- recognizing the unique strengths and talents of individuals with dyslexia

Celebrations

- Pinon 90% Grade 3 Reading Proficiency
- LAHS reading proficiency growth

Teacher Training

- LETRS
- CALP Training and certifications
- AIM Pathways

mCLASS

Family Read-at-Home Program

LAPS Reading Plan

9-12 ELA Instructional Material Review and Recommendation



11. **Board Committee Updates**

12. **Unfinished Business**

13. **Future Business**

Tues, Nov 3, Election Day, No School
Tues, Nov 10, LAPS Board Meeting, Mountain Elementary, 5:30 pm
Wed, Nov 11, Veterans' Day, No School
Wed-Fri, Nov 25-27, Thanksgiving Break
Thurs-Sat, Dec 3-5, NMSBA Conference, Albuquerque
Tues, Dec 8, LAPS Board Meeting, LAPS Board Room, 5:30 pm
Mon, Dec 21-Mon, Jan 4, Winter Break

14. **Closed Executive Session**

School Board Vice President Coupland will ask for a Motion to go into a Closed Executive Session pursuant to Section 10-14-1(H)(7) NMSA 1978 to discuss pending legal matters.

15. **Open Session**

School Board Vice President Coupland will state that the purpose of the discussion in closed session was limited to the items on the agenda.

16. **Adjournment**