

School Improvement and Transformation

Monitoring Site Visit Summary

BOY 2026-27

School: Belen Infinity High School	LEA: Belen Consolidated Schools
School Leader: David Jimenez	Supt/PEC Director: Lawrence Sanchez
SITM Team Leader: Michelle Starnes	Date: September 14, 2026

NM Vistas Designation: MRI - Graduation

Restructure/Redesign or Restart 2026-27

Infinity High School, in conjunction with BCS, identified a need to restructure and redesign its student support efforts in response to its low graduation rate and MRI status. The school selected a redesign approach focused on increasing opportunities for students to recover credits, strengthen connections to career and postsecondary opportunities, and more intentionally monitor progress toward graduation.

As part of the redesign, Infinity High School introduced Saturday School, offered from 8:00–11:00 a.m. on three Saturdays each month and available to all students. The school designed the Saturday School as a more informal, café-style learning environment rather than a traditional classroom setting. The school also identified expanding its internship program as part of the redesign to give students more opportunities to connect their learning to career experiences.

To strengthen student progress monitoring, the school developed a Course Requirement Outline Worksheet (CROW) to more clearly represent individual course requirements and graduation progress. Infinity High School also expanded its Student Success Calendars to include all student cohorts, creating a more consistent structure for monitoring student progress and identifying needed supports across grade levels.

Together, these redesign efforts represent the school’s selected approach to strengthening systems for student engagement, credit and course completion, career-connected learning, and progress monitoring as it works to improve graduation outcomes.

Successes and Celebrations

Infinity High School identified several successes and celebrations at the beginning of the year that demonstrate continued progress in supporting students toward graduation. Most notably, 97% of the 2026 senior cohort graduated on time. The school also reported that 55% of students in the four-year cohort began as freshmen at Infinity High School, and these students are currently on track to graduate on time. Of the six students identified as not currently on track, the school noted that these students did not begin their high school experience at Infinity.

The school continues to use Academic Notebooks to help students understand and take ownership of their individual academic journeys. The notebooks remain in use and have been expanded, providing students with a consistent resource for monitoring their academic progress and graduation requirements.

Infinity also continues to strengthen its Professional Learning Communities (PLCs). PLCs meet weekly, and the school is refining the structure and expectations for these meetings. The school has expanded participation to include additional staff members with specialized knowledge and experience, including staff connected to Work-Based Learning, Special Education, and other student support areas. The school

reported 100% staff attendance at PLCs, along with positive feedback from staff regarding the continued refinement of this collaborative structure.

The school also reported 33 students in the current senior cohort (2027) and 15 students enrolled in the incoming 2030 cohort. Although incoming cohort enrollment is below the school's goal of 20 students, the school has established systems to engage and monitor students from the point of entry. Overall, strong on-time graduation outcomes, continued use and expansion of Academic Notebooks, consistent PLC participation, and cross-staff collaboration provide several areas for the school to celebrate as it begins the 2026–27 school year.

2026 NM Vistas Points and Graduation Rate Trends

Category	Measure	Rate / Value	Students	Points Earned	Maximum Points
2026 Overall Results	Total raw points	38.1	—	—	—
	Total possible points	85	—	—	—
	Total Vistas points	44.8	—	—	—
Academic Achievement	Language Arts	—	37	4.36	15
	Math	—	37	3.04	15
	Science	—	37	4.05	10
Academic Growth	Language Arts growth	—	—	0	0
	Math growth	—	—	0	0
English Learner Progress	Progress rate	14.29%	7	0.71	5
Attendance	Regular attendance	51.92%	104	5.19	10
Graduation	4-year graduation rate	62.11%	47	6.21	10
	5-year graduation rate	70.98%	50	5.68	8
	6-year graduation rate	75.79%	54	5.31	7
	Graduation growth	0.76*	—	1.26	5
College & Career Readiness	Participation rate	78.26%	—	—	—
	Success rate	51.95%	—	—	—
	Readiness points	—	—	2.99	5
4-Year Graduation Cohorts	2023	60.60%	—	—	—
	2024	57.10%	—	—	—
	2025	62.11%	—	—	—
	Best 2-of-3-year average	61.36%	—	—	—

— = not provided or not applicable. Graduation growth unit was not specified.

Required Progress Monitoring Data and Goals		BOY	MOY	EOY
<u>Number</u> of students in the 2027 4-year cohort <u>enrolled</u> in the school.		32	N/A	N/A
Notes:				
<u>Number</u> of students in the 2027 4-year cohort <u>enrolled</u> in the school and <u>on track</u> to graduate in 2027.		26	N/A	N/A
Notes:				
<u>Percentage</u> of students in the 2027 4-year cohort <u>enrolled</u> in the school and <u>on track</u> to graduate in 2027.		82%	N/A	N/A
Notes:				
<u>Number</u> of students in the 2027 4-year cohort <u>enrolled</u> in the school, <u>NOT on track</u> to graduate in 2027.		6	N/A	N/A
Notes: Students not on track will be participating in the NMPED Graduation Reengagement Internship Program (GRIP)				
<u>Percentage</u> of students in the 2027 4-year cohort <u>enrolled</u> in the school and <u>NOT on track</u> to graduate in 2027.		18%	N/A	N/A
Notes:				
<u>Number</u> of students <u>NOT enrolled</u> in the school but have SAUs or “Snapshots” that will be calculated in the school’s 2027 4-year cohort data.		?	N/A	N/A
Notes: This is an area the school identified as needing support.				
Goal: <u>Number</u> of students in the 2027 4-year cohort <u>enrolled</u> in the school and <u>on track</u> to graduate in 2027 at <u>MOY</u>. (Not including SAUs)				29
Goal: <u>Percentage</u> of students in the 2027 4-year cohort <u>enrolled</u> in the school and <u>on track</u> to graduate in 2027 at <u>MOY</u>. (Not including SAUs)				91%
Goal: <u>Number</u> of students in the 2027 4-year cohort who are <u>enrolled</u> in the school and <u>on track</u> to graduate in 2027 at <u>EOY</u>. (Not including SAUs)				32
Goal: <u>Percentage</u> of students in the 2027 4-year cohort who are <u>enrolled</u> in the school and <u>on track</u> to graduate in 2027 at <u>EOY</u>. (Not including SAUs)				100%
Goal: <u>Number</u> of students in the 2027 4-year cohort who are <u>enrolled</u> in the school and <u>on track</u> to graduate in 2027 <u>by August 1, 2027</u>. (Not including SAUs)				32
Goal: <u>Percentage</u> of students in the 2027 4-year cohort who are <u>enrolled</u> in the school and <u>on track</u> to graduate in 2027 <u>by August 1, 2027</u>. (Not including SAUs)				100%
4-year Cohort Data Collection and Analysis				
Did the school provide sufficient BOY data to accurately identify the number (#) and percentage (%) of enrolled students in the 2027 four-year graduation cohort who are on track to graduate on time?			YES ☒	NO ☐
Notes: The team shared their cohort tracking spreadsheet. Each cohort also has a cohort-specific student success calendar in students’ academic notebooks. A highlight of the success calendar is the quarterly credit checkpoints, which help students understand how far along they are toward on-time graduation. The school shared a student copy of the CROW with the site visit team.				

Did the school provide sufficient data to demonstrate a clear understanding of the number (#) and percentage (%) of students in the 2027 four-year graduation cohort who are no longer enrolled at the school but have SAUs that will be included in the school's final graduation rate?	YES ☐	NO ☒
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Notes:

The school identified this as a continued challenge and is in the early stages of developing a way to track student attainment, withdrawals, and dropouts and link it to attendance.

Did the school establish data-informed, appropriately ambitious MOY and EOY goals for increasing the number (#) and percentage (%) of students in the 2027 four-year graduation cohort who are on track to graduate on time?	YES ☒	NO ☐
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Notes: The MOY goal is 91%, and the EOY goal is 100%. Both are ambitious. The school team recognizes that meeting this goal requires students to meet all expectations.

2026-27 Critical School Level Systems & Practices

System/Practice 1

System to track credit accumulation and recovery

SITM Team Recommendations

Continue refining the credit monitoring system by establishing consistent processes to review Edgenuity, Panorama/Solara, and gradebook data to identify students not accumulating credits at the expected pace and document corresponding interventions.

Strengthen student ownership of credit recovery and graduation progress by continuing to use Academic Notebooks, Edgenuity goal-setting tools, and Panorama student-facing reports to ensure students regularly review their credits, identify gaps, and understand their next steps toward graduation.

School's Identified Next Steps

Next steps include strengthening the use of data to identify root causes of student success and more consistently identify individual students who may benefit from targeted intervention. The team plans to use the Professional Learning Community (PLC) to examine student data, identify practices associated with student success, and share effective intervention strategies across staff.

The school also identified an opportunity to use PLCs to establish a minimum level of standardization for progress monitoring, including greater consistency in how student progress is reviewed, discussed, and acted upon. This work can help the team move from tracking student progress to using data more systematically to inform interventions and determine which practices are contributing to improved student outcomes.

System/Practice 2

System for monitoring and improving attendance.

SITM Team Recommendations

Continue strengthening the use of attendance data to identify patterns and root causes. Use weekly cohort and student-level data to examine trends by day of week, chronic absenteeism status, and individual student needs, and use these findings to inform targeted interventions and monitor their effectiveness over time.

Establish a consistent process for documenting and monitoring attendance interventions. Build on the attendance liaison's current follow-up system by documenting the intervention provided, the identified

barrier, the responsible staff member, and the subsequent attendance outcome for students receiving targeted support. This can help the team determine which strategies are most effective in improving attendance.

School's Identified Next Steps

The school team identified that the attendance monitoring system is in place and is now focused on using the information more intentionally to support student ownership and improved outcomes. Next steps include developing a consistent structure for students to monitor and reflect on their own attendance and examine the relationship between attendance, course completion, and other indicators of academic success. Students will have opportunities to review their attendance data with the attendance liaison and use these conversations to reflect on their progress and identify areas for improvement.

The school also plans to integrate the attendance systems and resources already in place so that attendance data, student reflection, and intervention supports work together within a consistent process. As part of this work, the team will continue increasing students' awareness of their attendance patterns and connecting students experiencing barriers to regular attendance with appropriate resources and support.

System/Practice 3

Frequent and consistent progress monitoring and data-driven early warning system

SITM Team Recommendations

Establish a consistent review cycle across the existing monitoring tools. Define when and how staff will review tracking sheets, attendance logs, Panorama/Solara data, and Student Success Calendars so that information is consistently brought together to identify students needing additional support.

Strengthen the connection between early warning indicators and documented interventions. Use Panorama/Solara data to identify individual student needs, document the corresponding "check and connect" intervention, and regularly review subsequent student data to determine whether the intervention is improving outcomes.

School's Identified Next Steps

The school team identified an opportunity to strengthen and expand family engagement and outreach by gathering more systematic information about families' current knowledge, needs, and experiences with the school. As a next step, the school could establish a baseline through a pre-survey and/or family interviews focused on what families understand about high school expectations, graduation requirements, available supports, and pathways to student success.

The team also identified a family focus group to gather more in-depth input and better understand barriers to participation and communication. After implementing expanded outreach strategies, a post-survey or follow-up feedback process could assess changes in family knowledge and determine the effectiveness of outreach efforts. This information can help the school refine its family engagement approach, ensure outreach is responsive to family needs, and inform ongoing improvement efforts.

System/Practice 4

Professional Learning Communities meet regularly to monitor student progress and improve instruction.

SITM Team Recommendations

Continue strengthening the use of PLC data to monitor intervention effectiveness. Establish a consistent process for revisiting students identified for intervention and using the five graduation-related data points to

determine whether students are demonstrating progress. PLC teams can use the “Ready to Go” checklist to document intervention outcomes, identify effective practices, and determine when adjustments or additional team support are needed.

School’s Identified Next Steps

The school team identified the need to strengthen data analysis to determine student outcomes and use findings to inform instructional practice and graduation efforts. Next steps include regularly analyzing student data by both counts and percentages to identify trends, monitor progress, and determine where additional support may be needed.

PLC teams can use these findings to identify instructional practices and interventions associated with improved student outcomes and adjust supports based on the data. This process will help connect data analysis more directly to instructional decision-making and the school’s goal of improving graduation outcomes.

School Improvement and Transformation Monitoring Visit School Systems and Practices Reflection		
School:	Belen Infinity High School	
School Leader:	David Jimenez	
LEA:	Belen Consolidated Schools	
Superintendent/PEC Director:	Lawrence Sanchez	
NM Vistas Designation:	MRI - Graduation	
SIT-M Leader:	Michelle Starnes	
Date:	September 14, 2027	
System/Practice	School Self-Rating	School Self-Rating Description
A team of staff and stakeholders tasked with making data-driven decisions about the school's graduation program	Engaging	There is some evidence that the school's team is acting on its responsibility for monitoring and improving graduation rates, though the process is still in the early stages. The team has been created, and there is some evidence of its involvement in decision-making, but the structure and processes are still developing.
A system to ensure accurate and timely records for enrollment, transfers, drop-outs, and other movement	Learning	There is little or no evidence that the school keeps accurate and timely records for tracking student enrollment, transfers, dropouts, and other student movements. Insufficient documentation and systems are in place to monitor and manage student data comprehensively. The school may face challenges in maintaining required records and ensuring interventions are implemented effectively.
Enrollment process articulating school expectations, resources, and Next Steps Plans for each student (freshman through senior)	Impacting	There is sufficient evidence of a thorough enrollment process that effectively articulates school expectations. Nearly all NSPs are current and aligned to requirements. Clear ownership and leadership review are in place. Credits are verified, gaps trigger action, and most students can explain their graduation path. Families are engaged, opportunities are communicated, and NSPs regularly inform scheduling and support. Fewer surprises occur.
System to track credit accumulation and recovery	Impacting	There is sufficient evidence that a school has successfully created a system to track credit accumulation and recovery, with each student's progress clearly recorded and regularly reviewed. Quarterly status reports and midterm failing grades reports are consistently used to identify students who may need support and targeted corrective actions are taken to help students recover credits and stay on track for graduation. This system ensures that the school can provide timely and effective interventions to help students succeed.

Frequent and consistent progress monitoring and data-driven early warning system	Impacting	There is sufficient evidence of a system to track credit accumulation, credit recovery, and other key student data, ensuring that essential indicators such as attendance, grades, and social-emotional wellness are consistently monitored. While the system is functional and generally effective, there may still be areas for further improvement of integration and continuous refinement to ensure full utilization across the school.
Systems for monitoring and improving attendance.	Impacting	There is sufficient evidence of a structured attendance monitoring system. The school has established attendance monitoring procedures and some intervention strategies. There is evidence of family outreach and student support, but implementation may be inconsistent or lacking comprehensive data analysis.
College and career readiness programs providing a variety of graduation pathways	Engaging	There is some evidence that efforts are laying the foundation for future programs that will provide students with the tools, resources, and support they need to succeed in their post-secondary pursuits and beyond. Although still in the process of establishment, necessary steps have been taken toward planning and building a robust system that prepares students for post-secondary education and the workforce.
Flexible course scheduling adapted to student needs	Impacting	There is sufficient evidence of the successful implementation of flexible course scheduling better to meet the diverse needs of its student population. Despite their unique challenges and commitments, the school has made significant strides in providing students with the support and flexibility they need to stay on track for graduation.
Systems and procedures to address the social, emotional, and behavioral needs of students.	Impacting	There is sufficient evidence of structured systems to support students' social, emotional, and behavioral needs. Policies and programs exist, with some documentation of implementation and staff training. There is evidence of student access to support services and periodic assessments of effectiveness, though some areas may lack consistency or depth.
An advisory or mentor program that creates a support system for students success	Impacting	There is sufficient evidence of an advisory and mentor program that nurtures student success. By tracking advisor/mentor assignments, offering academic coaching, and facilitating peer mentoring, the school provides a holistic support system that helps students develop their academic skills, emotional resilience, and sense of belonging. The program fosters an environment where students can thrive academically and personally, ensuring they are well-equipped to reach their full potential.

Effective classroom instruction that meets the needs of all students, particularly student groups (such as ELs and SWDs)	Engaging	There is some evidence that effective classroom instruction is available for all students, particularly ELs and SWDs. While foundational efforts are in place, such as organized classroom environments, positive teacher-student relationships, and academic assessments, there is still much to be done to ensure that the needs of all students are fully addressed. The school is working to improve its online/blended learning programs, consistently implement IEP accommodations, and increase cognitive engagement among all students, particularly concerning language acquisition for ELs and support for SWDs. This focus on inclusivity and differentiation is still developing, but there is a clear commitment to fostering an academic environment where every student can succeed.
Observation and feedback coaching cycles (OFCCs) to improve teaching and student engagement and learning	Impacting	There is sufficient evidence of systems for providing consistent and individualized instructional coaching to improve student engagement and learning. These systems ensure that teachers are supported in refining their practices to meet the diverse needs of all students, including English Learners (ELs) and students with disabilities (SWDs). The school leadership has implemented well-organized tracking systems, data analysis practices, and targeted support structures to ensure teachers receive the coaching they need to improve instructional effectiveness.
Collaboration teams or Professional Learning Communities (PLCs) meet regularly to monitor student progress and improve instruction.	Impacting	There is sufficient evidence of effective PLCs or collaboration. Meetings are scheduled regularly to discuss student progress and instructional strategies, though implementation may be inconsistent across grade levels or subjects. Some evidence of data-driven decision-making and instructional adjustments exists.