

School Improvement and Transformation

Monitoring Site Visit Summary

BOY 2026-27

School: Gallup Central High School	LEA: Gallup-McKinley County Schools
School Leader: Jackie Sanchez	Supt/PEC Director: Jvanna Hanks
SITM Team Leader: Denise Woody	Date: September 16, 2026

NM Vistas Designation: MRI - Graduation

Restructure/Redesign or Restart 2026-27

The school/district has made the decision to close the school. In preparation for this decision, the school is continuing to focus on maintaining student progress and providing appropriate academic and student support throughout the current school year.

The school is reviewing student achievement, credit accumulation, graduation status, and individual graduation plans to identify students who may need additional intervention or support. Staff are monitoring student progress and addressing academic and graduation needs as they arise, with particular attention to students who are behind in credits or at risk of delayed graduation.

The school is maintaining existing instructional and student-support systems while using student data to inform interventions and resource allocation. The focus remains on ensuring that students continue to receive the academic, graduation, and support services needed to make progress and remain on track for successful completion of the school year.

Successes and Celebrations

The school is celebrating strong student accomplishments, including 21 students earning ServSafe Food Handler certificates and 6 students earning OSHA 10 Construction certifications.

All nine students in the 2026 cohort met graduation requirements by May, with additional graduates from the 2023 and 2024 cohorts and two students on track for early graduation in 2027.

Enrollment has increased, with 27 full-time students and 77 shared pathway students currently participating. Program projects continue to provide hands-on learning through shed, doghouse, and tiny-home projects.

The school is also expanding family engagement through four Family Academic Nights, with this year's focus on core content areas.

The school has continued its professional development partnership with Empower.

2026 NM Vistas Points and Graduation Rate Trends

Category	Measure	Rate / Value	Students	Points Earned	Maximum Points
2026 Overall Results	Total raw points	26.8	—	—	—
	Total possible points	85	—	—	—
	Total Vistas points	31.6	—	—	—
Academic Achievement	Language Arts	—	87	2.54	15
	Math	—	87	1.12	15
	Science	—	36	1.76	10
Academic Growth	Language Arts growth	—	—	1.18	5
	Math growth	—	—	2.35	5
English Learner Progress	Progress rate	0.00%	13	0.00	5
Attendance	Regular attendance	16.75%	191	1.68	10
Graduation	4-year graduation rate	56.38%	367	5.64	10
	5-year graduation rate	62.41%	252	4.99	8
	6-year graduation rate	51.18%	116	3.58	7
	Graduation growth	10.29*	—	1.99	5
College & Career Readiness	Participation rate	86.55%	—	—	—
	Success rate	63.93%	—	—	—
	Readiness points	—	—	3.54	5
4-Year Graduation Cohorts	2023	35.80%	—	—	—
	2024	52.40%	—	—	—
	2025	56.38%	—	—	—
	Best 2-of-3-year average	54.39%	—	—	—

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

Required Progress Monitoring Data and Goals

BOY MOY EOY

Number of students in the 2027 4-year cohort enrolled in the school.

20

N/A

N/A

Notes:

Number of students in the 2027 4-year cohort enrolled in the school and on track to graduate in 2027.

10

N/A

N/A

Notes:

Percentage of students in the 2027 4-year cohort <u>enrolled</u> in the school and <u>on track</u> to graduate in 2027.	50%	N/A	N/A
Notes:			
Number of students in the 2027 4-year cohort <u>enrolled</u> in the school, <u>NOT on track</u> to graduate in 2027.	10	N/A	N/A
Notes:			
Percentage of students in the 2027 4-year cohort <u>enrolled</u> in the school and <u>NOT on track</u> to graduate in 2027.	50%	N/A	N/A
Notes:			
Number 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 information is not available through the Student Information System. A request has been submitted. Most of the students are new this semester. 16 new / 4 were here last year.			
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)	10		
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)	50%		
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)	10		
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)	50%		
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)	4		
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)	70%		
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: Credit Collection Tracking Sheet, Shared Data/Full-time Student Listing, Student Attendance Tracker, Course Completion Data Tracker			
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 ☒	
Notes: Counselor is in the beginning stages of tracking the SAU’s with support from the district			
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 ☐	
Notes: We analyzed current course completion information for each student, reviewed course offerings, and identified intervention opportunities for students who could complete graduation requirements on time. In addition, we identified 4 students who may meet graduation requirements by August 1.			

2026-27 Critical School Level Systems & Practices

System/Practice 1

Collaboration teams or Professional Learning Communities (PLCs) meet regularly to monitor student progress and improve instruction

Professional Learning Communities (PLCs) meet regularly using a district-provided PLC calendar and menu to guide collaboration. Teams review student assessment data and student work, discuss instructional needs, and use CTAPs and other data sources to identify areas for instructional response and action planning. Teachers maintain data and documentation in individual Google folders to support ongoing monitoring of student progress and instructional practices.

SITM Team Recommendations

The SITM Team recommends that the school strengthen its use of existing data-tracking systems to ensure PLC meetings consistently result in specific, data-driven instructional actions. PLC teams can use the three-week assessment cycles to identify student strengths and needs, determine targeted instructional responses, and establish measurable next steps for teachers and students. CTAPs and student performance trackers can be reviewed during PLCs to monitor implementation and determine whether instructional adjustments are improving student outcomes.

School's Identified Next Steps

The school will intentionally track formative classroom data and utilize the Examining Student Data Protocol during PLCs to analyze student work, identify instructional needs, develop targeted action plans, and monitor student progress. When formative data are unavailable, CTAP data will inform the analysis and guide instructional adjustments.

System/Practice 2

Observation and feedback coaching cycles (OFCCs) to improve teaching and student engagement and learning

The school uses Observation and Feedback Coaching Cycles (OFCCs) to support instructional improvement, teacher development, and student engagement. Teachers are leveled to determine the frequency of classroom walkthroughs, with observations aligned to the district's gradual release expectations (I Do, We Do, You Do). Principals calendar observations and communicate professional learning or coaching needs to Empower coaches. The district is also implementing a new Instructional Rounds protocol and observation/feedback tool, with principals receiving refresher training to support consistent implementation across schools.

SITM Team Recommendations

The SITM Team recommends that the school continue strengthening implementation of Observation and Feedback Coaching Cycles (OFCCs) by using the new district observation tool to provide timely, specific, and actionable feedback to teachers. The school can consistently communicate coaching and professional learning needs identified through observations to Empower coaches and use them to target support based on teacher needs. The school can also use trends from observations and instructional rounds to monitor coaching's impact on instructional practice, student engagement, and learning.

School's Identified Next Steps

The school will continue implementing the district's new observation and feedback process as the administrator builds understanding of the expectations. OFCCs will include a complete cycle of observation, evidence-based feedback, a focused action step, support or practice, and follow-up observation

to monitor progress.

System/Practice 3

System to track credit accumulation and recovery.

The school uses credit accumulation and course completion trackers to monitor student progress toward graduation. The principal conducts regular gradebook audits, with two audits required each week, to verify that grades and course completion information are current and accurately reflect student progress. These systems provide ongoing monitoring of credit attainment and help identify students who may need additional support or credit recovery.

SITM Team Recommendations

The SIT-M Team recommends that the school continue strengthening its systems for monitoring credit accumulation and course completion by consistently reviewing student trackers and gradebook data. The team recommends using this information to identify students at risk of falling behind in credits, initiate timely interventions or recovery opportunities, and monitor student progress toward graduation. Regular gradebook audits can continue to serve as an accountability measure to ensure accurate and current data are available for instructional decision-making.

School's Identified Next Steps

The school will strengthen its credit-monitoring system by tracking course failures and credit acquisition, conducting quarterly credit reviews and midterm failing-grade reviews, and documenting follow-up actions. The principal and counselor will meet with individual students and parents to review progress, identify barriers to success, and connect students with appropriate supports, including after-hours tutoring. The school will also explore developing a student-friendly course completion tracker, with student input, that lets students monitor their grades, credits, and progress toward graduation, promoting greater ownership and self-advocacy.

School Improvement and Transformation Monitoring Visit School Systems and Practices Reflection		
School:	Gallup Central High School	
School Leader:	Jackie Sanchez	
LEA:	Gallup-McKinley County Schools	
Superintendent/PEC Director:	Jvanna Hanks	
NM Vistas Designation:	MRI - Graduation	
SIT-M Leader:	Denise Woody	
Date:	September 16, 2026	
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	Impacting	There is sufficient evidence of systems to accurately maintain and track student records for enrollment, transfers, dropouts, and other movements. The school has established functional and regularly updated systems, ensuring student data is accurately recorded and reported. While there may still be occasional opportunities for further improvement or refinement, the systems in place are mainly effective and meet the essential requirements.
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	Transforming	There is comprehensive evidence of an established, well-organized system for tracking credit accumulation and recovery. Every student's progress is meticulously recorded and regularly reviewed, with specific actions taken based on quarterly reports and midterm failing grades. This proactive and responsive system guarantees that students receive the necessary interventions to recover credits and stay on the path toward graduation, ensuring no student is unaccounted for.
Frequent and consistent progress monitoring and data-driven early warning system	Transforming	There is comprehensive evidence of a system in place to track credit accumulation and recovery. The data is consistently collected, and the school's graduation program plan provides a clear framework for monitoring progress and intervening when necessary. Predetermined interventions are readily available, visual progress reports are accessible to students and families, and personalized learning plans are regularly reviewed and adjusted. This comprehensive approach ensures that all students are supported and have a clear pathway toward graduation.
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	Transforming	There is comprehensive evidence of a developed set of College and Career Readiness activities, which offer a variety of pathways for students to successfully transition from high school to higher education or the workforce. With a focus on supporting students in preparing for their future careers and academic pursuits, the school provides targeted resources, events, and activities designed to equip students with the skills, knowledge, and opportunities they need to succeed.
Flexible course scheduling adapted to student needs	Transforming	There is comprehensive evidence that flexible course scheduling has been thoughtfully implemented to ensure that students' diverse needs and circumstances are addressed. The school has made significant efforts to adapt its academic programs to support students' success, particularly those facing challenges such as work commitments, family obligations, mental health needs, and attendance issues. The flexibility built into the system has contributed to a more inclusive and personalized educational experience for all students.
Systems and procedures to address the social, emotional, and behavioral needs of students.	Engaging	There is some evidence of structured systems to support students' social, emotional, and behavioral needs, but documentation is limited or incomplete. Support systems exist but may be inconsistently applied or lack sufficient resources. Staff training and student engagement initiatives are sporadic, and evaluation efforts are minimal. Gaps exist in accessibility and effectiveness.
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	Engaging	There is some evidence of a system for providing teachers with consistent and individual instructional coaching to improve student engagement and learning. Although the process is still developing, the school is making strides to ensure that coaching and support are provided to help teachers refine their practices and better meet the needs of all students, particularly those in need of additional support, such as English Learners (ELs) and students with disabilities (SWDs).

Collaboration teams or Professional Learning Communities (PLCs) meet regularly to monitor student progress and improve instruction.	Transforming	Comprehensive evidence of effective PLCs or collaboration exists. Meetings are scheduled regularly with detailed agendas and minutes. Teams systematically analyze student data, adjust instruction based on findings, and engage in collaborative planning. Evidence includes data tracking, instructional improvements, peer observations, and PLC-led professional development.
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