

School Improvement and Transformation

Monitoring Site Visit Summary

BOY 2026-27

School: Navajo Pine HS	LEA: Gallup McKinley County Schools
School Leader: Jessica Wilson	Supt/PEC Director: Jvanna Hanks
SITM Team Leader: Denise Woody	Date: September 17, 2026

NM Vistas Designation: MRI - Graduation

Restructure/Redesign or Restart 2026-27

Graduation and Credit Tracking: The school has strengthened systems for monitoring students' credits and progress toward graduation through a Student Data Ownership Tracker. Students update their trackers every three weeks to monitor assessment data and quarterly to track credit acquisition. Individual student tracker folders are shared with students, enabling them to actively monitor their progress, identify areas of need, and take ownership of their progress toward graduation.

Credit Recovery: The school has strengthened our system for identifying, placing, and monitoring students in credit recovery by tracking credit deficiencies, progress toward completion, and impact on graduation trajectories.

After-Hours Credit Recovery: Student data reports identify students in grades 10–12 who are credit deficient; we notify them and their parents and assign them to after-hours credit recovery Tuesday–Thursday. This proactive approach uses student data to identify needs early, accelerate credit recovery, and help students get back on track toward graduation. Ninth-grade students will be reviewed for credit recovery needs during the second semester.

Attendance: The school is strengthening our attendance response system through increased monitoring and earlier, individualized interventions, including attendance liaison support, home visits, and transportation assistance when appropriate to address barriers to regular attendance.

Collaborative CTAP Teams: The school has redesigned our CTAP (Teacher Action Plan) process by assigning teachers to collaborative teams that analyze student performance data, identify trends and concerns, determine instructional responses, and establish next steps. This structure promotes collaboration and shared responsibility for addressing student needs.

SBLT and Early Warning Systems: The school is strengthening our School-Based Leadership Team and Early Warning System processes to identify students at risk academically, through attendance, or in their progress toward graduation. These structures support coordinated interventions and ongoing monitoring of their impact.

Failure Monitoring and Intervention Planning: Every four to six weeks, the school runs a schoolwide failure list to identify students failing one or more courses. Teachers develop individual intervention plans to address concerns before the end of the grading period. The team reviews failed courses by class, teacher, and student and uses the findings to strengthen alignment among standards, objectives, student tasks, and

the district's YAG (Year at a Glance).

Layer 1 Instruction: The administrative team provides weekly instructional support through classroom walkthroughs, administrative feedback, and Empower coaching. The instructional focus includes gradual release of responsibility, alignment of standards, learning objectives, and student tasks, and increasing student cognitive engagement.

Differentiated Teacher Support: The school provides weekly instructional support through classroom walkthroughs, administrative feedback, and Empower coaching. The instructional focus includes gradually releasing responsibility, aligning standards, learning objectives, and student tasks, and increasing student cognitive engagement. Administrators support teachers in developing and using clear objectives, including “I Can” statements, action verbs, and success criteria, to drive instruction. Professional development is scaffolded based on observation data and identified instructional needs.

Successes and Celebrations

SAT: 11th Math proficiency increased by 7.1%

ADA: Increased 0.4%

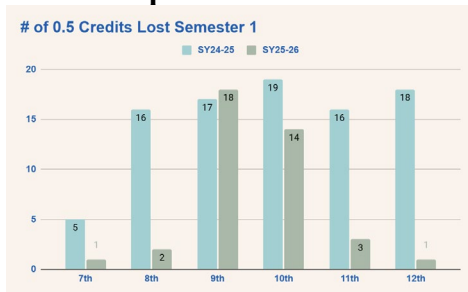
Chronic: Decreased by 2.8%

Referrals: Decreased from 68 in Semester 1 of SY24-25 to 6 in Semester 1 of SY25-26

Interim Data:

- 10th Grade ELA Interim Proficiency Increased from 7% in Interim 1 to 54% in Interim 3
- 10th Grade Math Interim Proficiency Increased from 0% in Interim 1 to 27% in Interim 3
- 11th Grade ELA Interim Proficiency Increased from 11% in Interim 1 to 27% in Interim 3
- 11th Grade Math Interim Proficiency Increased from 0% in Interim 1 to 4% in Interim 3

Credit Acquisition/Loss:



Seniors:

- 70%+ Seniors fully completed their FASFA
- 83% completed their portion of the FASFA
- As of June 13th, NPH Seniors had:
 - 62 college applications submitted
 - 34 college acceptance letters
 - 40 scholarship applications submitted
 - 3 students got scholarships to San Juan, and 6 at NAU
 - 3 of our students are already employed.
- NPH took students to visit 7+ colleges

Trauma-Informed Practices:

- Faculty and staff engaged in 18 hours of trauma-informed training with a focus on brain science and its significance in the classroom.
- Participants had the opportunity to identify their triggers, areas where their psychological needs are not being met, and ways to de-escalate their limbic system and engage their parasympathetic nervous system so they are in their “thinking brain” and not in their “feeling/survival brain” so that they can better interact with students who are escalated or on their way to being escalated.

Student Engagement and Campus Pride:

- Pep Rallies were reintroduced, and 3-4 took place throughout the school year.
- There was 100% student participation in the Homecoming Parade compared to approx. 70% in previous years.
- Teachers sent home “Thanks for Being Awesome” cards to students every week, totaling approx. 576 notes sent out!
- Eight students traveled to OKC for an Indigenous Science Fair organized by Kim Etsitty
- The Christmas dance had 80 students show up compared to 30 from the previous year.

In-Person Graduation:

- 25 out of 26 in-person seniors graduated
 - Two 6th year seniors
 - Two 5th year seniors

Current Senior Stats:

- 14 college applications submitted
- 5 college acceptances
- 7 students completed CommonApp to streamline their applications
- Every senior is either in an internship and/or a DC course

2026 NM Vistas Points and Graduation Rate Trends

Category	Measure	Rate / Value	Students	Points Earned	Maximum Points
2026 Overall Results	Total raw points	39	—	—	—
	Total possible points	90	—	—	—
	Total Vistas points	43.3	—	—	—
Academic Achievement	Language Arts	—	31	3.63	15
	Math	—	31	3.15	15
	Science	—	31	4.35	10
Academic Growth	Language Arts growth	—	—	0	0
	Math growth	—	—	0	0
English Learner Progress	Progress rate	8.00%	50	0.40	5
Attendance	Regular attendance	53.98%	113	5.40	10
Graduation	4-year graduation rate	64.09%	66	6.41	10
	5-year graduation rate	68.75%	95	5.50	8

		6-year graduation rate	73.07%	56	5.11	7	
		Graduation growth	0.94*	—	1.28	5	
	College & Career Readiness	Participation rate	85.07%	—	—	—	
		Success rate	70.35%	—	—	—	
		Readiness points	—	—	3.74	5	
	4-Year Graduation Cohorts	2023	62.20%	—	—	—	
		2024	57.60%	—	—	—	
		2025	64.09%	—	—	—	
		Best 2-of-3-year average	63.15%	—	—	—	

— = 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.			33	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.			27	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:					
<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.			29	N/A	N/A
Notes:					
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)					88%

Goal: Number of students in the 2027 4-year cohort who are enrolled in the school and on track to graduate in 2027 at EOY . <i>(Not including SAUs)</i>	31
Goal: Percentage of students in the 2027 4-year cohort who are enrolled in the school and on track to graduate in 2027 at EOY . <i>(Not including SAUs)</i>	94%
Goal: Number of students in the 2027 4-year cohort who are enrolled in the school and on track to graduate in 2027 by August 1, 2027 . <i>(Not including SAUs)</i>	31
Goal: Percentage of students in the 2027 4-year cohort who are enrolled in the school and on track to graduate in 2027 by August 1, 2027 . <i>(Not including SAUs)</i>	94%
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:	
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:	
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:	
2026-27 Critical School Level Systems & Practices	
System/Practice 1	
System to track credit accumulation and recovery	
SITM Team Recommendations The SIT-M Team recommends continuing the established schoolwide expectation that students regularly update their Student Data Ownership Trackers. Content-area teachers provide dedicated class time every three weeks for students to review assessment data and monitor progress. Continued monitoring of student participation and technology support for teachers will support consistent implementation and strengthen student ownership of their data.	
School's Identified Next Steps After formative assessments, teachers will give students 10-15 minutes to update their Student Data Ownership Trackers. Attendance and parent communication will continue to be monitored and documented. A second-semester review will include a deeper analysis of student progress and add ninth-grade students to the tracking process. A Technology Self-Assessment will provide the foundation for identifying teachers' technology skill needs and inform targeted teacher support in processes such as Google Docs, Teams, and Snipping Tool.	
System/Practice 2	
Frequent and consistent progress monitoring and data-driven early warning system	

SITM Team Recommendations

The SIT-M Team recommends continuing to strengthen frequent and consistent progress monitoring through a coordinated, data-driven early warning system. The school has established systems to monitor attendance, academic performance, credit acquisition, and graduation progress. The team recommends continued use of these data to identify at-risk students, initiate timely interventions, and monitor intervention outcomes. The SIT-M Team also recommends that appropriate teams regularly review student data to ensure identified needs are addressed proactively, and supports are adjusted based on evidence of student progress.

School's Identified Next Steps

Before the second semester begins, the school will review ninth-grade course failures and students identified as at risk of failure, and monitor them through the Early Warning System. The school will continue strengthening the Student Success Team process by using student data and the established referral form to identify needs, inform solutions, and coordinate timely interventions. Continued monitoring of struggling students through the EWS and Student Success Team will support timely responses to identified needs.

System/Practice 3**Observation and feedback coaching cycles (OFCCs) to improve teaching and student engagement and learning****SITM Team Recommendations**

The SIT-M Team recommends continuing to strengthen instructional support through consistent classroom walkthroughs, timely feedback, and differentiated coaching based on identified teacher needs. The school should continue using CWT tracking forms to document observations, provide feedback, and monitor follow-up. Walkthrough frequency should remain differentiated by teacher support level, with a continued focus on checking for understanding. The SIT-M Team also recommends using the Technology Self-Assessment to identify teacher technology needs and provide targeted professional development and support. Continued support for developing clear learning objectives aligned to instruction, with follow-up observation and feedback, will further strengthen instructional practice and student learning.

School's Identified Next Steps

The school will continue to monitor the implementation of instructional strategies through post-training check-ins, CWTs, and survey data. The school will develop a process for monitoring the frequency and quality of standards-aligned instruction, including daily learning objectives and student tasks, with attention to pacing and alignment. This process will help teachers use objectives to inform instruction and provide evidence of alignment among standards, objectives, and student tasks, consistent with NM DASH expectations.

School Improvement and Transformation Monitoring Visit School Systems and Practices Reflection		
School:	Navajo Pine High School	
School Leader:	Jessica Wilson	
LEA:	Gallup-McKinley County Schools	
Superintendent/PEC Director:	Jvanna Hanks	
NM Vistas Designation:	MRI - Graduation	
SIT-M Leader:	Denise Woody	
Date:	September 17, 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	Engaging	There is some evidence of systems for maintaining accurate and timely records of student enrollment, transfers, dropouts, and other movements. While progress is being made in tracking these data points, the systems and processes are still being refined. The school is committed to improving the accuracy and timeliness of its records and reporting to ensure better student data management and compliance with state requirements.
Enrollment process articulating school expectations, resources, and Next Steps Plans for each student (freshman through senior)	Engaging	There is some evidence that the school is beginning to develop and implement a more thorough enrollment process that articulates school expectations. Most students have an NSP, but quality and follow-through vary. Advisors are identified, yet monitoring is uneven. Some credit checks occur, though gaps may remain. Many students understand parts of their pathway, and families are informed. NSPs sometimes influence decisions, but impact is inconsistent.
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	Engaging	There is some evidence of a system to track credit accumulation and recovery, with some foundational steps in place but still in the process of fully integrating key data points. While efforts are underway to gather and use data, the system is not yet fully comprehensive, and tracking may not be consistent across all students or aspects of academic progress.
Systems for monitoring and improving attendance.	Engaging	There is some evidence of a structured attendance monitoring system. Basic attendance tracking is in place, but interventions are inconsistent or reactive. Limited outreach to families and minimal use of data to drive attendance improvement efforts
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	Engaging	There is some evidence that the school is just beginning to develop a flexible course scheduling system, and positive steps are being taken to meet the needs of students. Although the system is still in its early stages, steps are being taken to accommodate student needs better, particularly as they relate to personal obligations, attendance challenges, and academic progress. With continued effort and expansion, the school aims to create a robust and responsive scheduling system that accommodates diverse student needs and ensures all students have a clear path to graduation.
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	Learning	There is little to no evidence of a structured advisory or mentor program that provides essential academic, social, and emotional support for students. Without consistent advisor relationships, academic coaching, or peer mentoring systems, students lack a formalized network of support to help them navigate challenges, celebrate achievements, and develop the skills needed to succeed academically. The school has begun initial conversations about organizing an advisory program and academic coaching structures to ensure every student can access personalized guidance and support throughout their educational experience.
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.	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.