

# School Improvement and Transformation

## Monitoring Site Visit Summary

### BOY 2026-27

|                                                 |                                        |
|-------------------------------------------------|----------------------------------------|
| <b>School:</b> Rio Grande Preparatory Institute | <b>LEA:</b> Las Cruces Public Schools  |
| <b>School Leader:</b> Julie Maestas             | <b>Supt/PEC Director:</b> Ignacio Ruiz |
| <b>SITM Team Leader:</b> Tiffany Hinsley        | <b>Date:</b> September 18, 2026        |

**NM Vistas Designation:** MRI - Graduation

#### Restructure/Redesign or Restart 2026-27

Rio Grande Preparatory Institute (RGPI) initially selected “Closure” as its change decision based on the district’s original plan to merge RGPI with Mesilla Valley Leadership Academy (MVLA), an alternative middle school, to create a new 6–12 school. However, in response to community feedback and evolving district plans, the district is now working with the Public Education Department to explore changing the pathway to Restructure/Redesign.

RGPI and MVLA are currently engaging in steering committee meetings and student focus groups to collaboratively develop a shared vision, mission, culture, and structures for a future school of choice serving grades 6–12. Staff sees the merger as an opportunity to strengthen vertical alignment, increase collaboration across grade levels, improve student transitions, and potentially increase enrollment, which currently totals approximately 66 students across in-person and virtual learning options. The district will continue working with PED and district leadership to determine the appropriate pathway and develop a collaborative plan for the potential merger.

#### Successes and Celebrations

Rio Grande Preparatory Institute (RGPI) has experienced significant growth and positive momentum across attendance, student engagement, instructional practices, staff culture, and enrollment. Regular attendance has increased to 66%, and the school has established an attendance team that reviews data and shares findings through data-focused PLCs to strengthen monitoring and intervention systems. College and Career Readiness has remained above 80% for the second consecutive year, with 87.3% of students now participating in CTE programs, reflecting the impact of a more intentional and structured CTE model.

Student engagement has improved significantly, as evidenced by walkthrough data and teacher observations, with staff attributing this growth in part to the meaningful integration of QTEL, Marzano, and PBL strategies.

RGPI has also seen increased enrollment, including 19 true freshmen, which staff attribute to rebranding, word-of-mouth, intentional recruiting, and increased community exposure through school events.

The school is hosting its first regional chess tournament in collaboration with MVLA, providing an opportunity to build community connections and student engagement. Staff morale has improved, with teachers reporting that they feel respected, supported, and well-informed by administration.

PLCs have become more cohesive, purposeful, and aligned, with three PLCs each month focused on Tier I instruction and one designated monthly PLC dedicated to data analysis. Staff are developing a shared

understanding of quality student engagement, academic communication, and effective Tier I instruction and are preparing to implement intentional peer walkthroughs.

The 90-Day Plan has also evolved from a compliance document into a living tool that teachers understand and contribute to. Perhaps most significantly, RGPI staff have taken ownership of previously identified gaps in systems and expectations, working collaboratively to establish clear structures and stronger academic expectations. Staff report significantly increased buy-in compared with the previous year, and this collective commitment to systems, instruction, and student success is contributing to improved engagement, attendance, academic expectations, and overall school culture.

## 2026 NM Vistas Points and Graduation Rate Trends

| Category                   | Measure                  | Rate / Value | Students | Points Earned | Maximum Points |
|----------------------------|--------------------------|--------------|----------|---------------|----------------|
| 2026 Overall Results       | Total raw points         | 28.3         | —        | —             | —              |
|                            | Total possible points    | 75           | —        | —             | —              |
|                            | Total Vistas points      | 37.8         | —        | —             | —              |
| Academic Achievement       | Language Arts            | —            | 60       | 2.69          | 15             |
|                            | Math                     | —            | 59       | 0.89          | 15             |
|                            | Science                  | —            | 10       | 5.00          | 10             |
| Academic Growth            | Language Arts growth     | —            | —        | 0             | 0              |
|                            | Math growth              | —            | —        | 0             | 0              |
| English Learner Progress   | Progress rate            | 0.00%        | 5        | 0.00          | 5              |
| Attendance                 | Regular attendance       | 37.21%       | 43       | 3.72          | 10             |
| Graduation                 | 4-year graduation rate   | 46.47%       | 37       | 4.65          | 10             |
|                            | 5-year graduation rate   | 83.05%       | 96       | 6.64          | 8              |
|                            | 6-year graduation rate   | 68.00%       | 64       | 4.76          | 7              |
|                            | Graduation growth        | -1.17*       | —        | 1.12          | 5              |
| College & Career Readiness | Participation rate       | 87.35%       | —        | —             | —              |
|                            | Success rate             | 72.89%       | —        | —             | —              |
|                            | Readiness points         | —            | —        | 3.86          | 5              |
| 4-Year Graduation Cohorts  | 2023                     | 48.80%       | —        | —             | —              |
|                            | 2024                     | 69.50%       | —        | —             | —              |
|                            | 2025                     | 46.47%       | —        | —             | —              |
|                            | Best 2-of-3-year average | 59.15%       | —        | —             | —              |

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

| Required Progress Monitoring Data and Goals                                                                                       | BOY | MOY | EOY |
|-----------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|
| <b><u>Number</u> of students in the 2027 4-year cohort <u>enrolled</u> in the school.</b>                                         | 10  | N/A | N/A |
| <b>Notes:</b>                                                                                                                     |     |     |     |
| <b><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.</b> | 9   | N/A | N/A |

|                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                   |                                       |     |
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| Notes:                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                   |                                       |     |
| <b><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.</b>                                                                                                                                                                                                                                                                                   | 90%                                               | N/A                                   | N/A |
| Notes:                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                   |                                       |     |
| <b><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.</b>                                                                                                                                                                                                                                                                                      | 1                                                 | N/A                                   | N/A |
| Notes: With extra school support, this student can get back on track to graduate. They are struggling with attendance. They identified that they needed an adjusted schedule, and they have been more successful with a modified schedule. They come to school after 10:00, and many of their classes have been moved online to accommodate them. They should be on track by December, as they only needed 1-2 credits. |                                                   |                                       |     |
| <b><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.</b>                                                                                                                                                                                                                                                                               | 10%                                               | N/A                                   | N/A |
| Notes:                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                   |                                       |     |
| <b><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.</b>                                                                                                                                                                                                                                                        | 30                                                | N/A                                   | N/A |
| Notes: This 4-year cohort includes 30 students who, as freshmen, were housed on campus in portables but were served by a different school/program. These students were incorrectly coded as enrolled at RGPI.                                                                                                                                                                                                           |                                                   |                                       |     |
| <b>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)</b>                                                                                                                                                                                                                                              | 10                                                |                                       |     |
| <b>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)</b>                                                                                                                                                                                                                                          | 100%                                              |                                       |     |
| <b>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)</b>                                                                                                                                                                                                                                      | 10                                                |                                       |     |
| <b>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)</b>                                                                                                                                                                                                                                  | 100%                                              |                                       |     |
| <b>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)</b>                                                                                                                                                                                                                           | 10                                                |                                       |     |
| <b>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)</b>                                                                                                                                                                                                                       | 100%                                              |                                       |     |
| <b>4-year Cohort Data Collection and Analysis</b>                                                                                                                                                                                                                                                                                                                                                                       |                                                   |                                       |     |
| <b>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?</b>                                                                                                                                                                                                           | <b>YES</b><br><input checked="" type="checkbox"/> | <b>NO</b><br><input type="checkbox"/> |     |
| Notes:                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                   |                                       |     |
| <b>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?</b>                                                                                                                         | <b>YES</b><br><input checked="" type="checkbox"/> | <b>NO</b><br><input type="checkbox"/> |     |
| Notes:                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                   |                                       |     |
| <b>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</b>                                                                                                                                                                                                                                  | <b>YES</b><br><input checked="" type="checkbox"/> | <b>NO</b><br><input type="checkbox"/> |     |

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| cohort who are on track to graduate on time?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |
| <b>Notes:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |
| <b>2026-27 Critical School Level Systems &amp; Practices</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |
| <p><b>System/Practice 1</b><br/> A team of staff and stakeholders tasked with making data-driven decisions about the school's graduation program</p> <p>RGPI is strengthening its graduation system by expanding its focus from seniors to all students in grades 9–12 and using multiple data points to identify and address students who are off track. A graduation task force monitors attendance, credit accumulation, course performance, and student progress, with semester credit checks used to identify credit recovery needs and determine next steps. Daily grade monitoring identifies students with D's or F's and provides targeted supports such as working-lunch tutoring, parent contact, VLA credit recovery, and summer school.</p> <p>The school is also developing a graduation dashboard with tiered risk indicators to support early identification and intervention. In addition, RGPI has identified and corrected inaccurate cohort enrollment data involving students who were not actually enrolled at RGPI and has worked with the district to prevent similar coding issues in the future. These efforts demonstrate a growing system of proactive monitoring, intervention, and shared staff responsibility for keeping students on track for graduation.</p> |  |  |
| <p><b>SITM Team Recommendations</b></p> <p>Continue strengthening the graduation task force and graduation dashboard to monitor all grades 9–12, with clear risk indicators, interventions, and staff ownership. Reach out to PED personnel to clarify SAU calculations and understand how previously reported early graduates affected the school's graduation rate.</p> <p>Continue collaborating with the district to ensure accurate student enrollment and cohort coding so graduation data accurately reflects RGPI's student population. Use ongoing graduation, attendance, credit, and course-performance data to evaluate intervention effectiveness and adjust support as needed.</p> <p>Continue communicating graduation goals, data, interventions, and progress with staff and stakeholders to maintain shared ownership and continuous improvement.</p>                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |
| <p><b>School's Identified Next Steps</b></p> <p>RGPI should continue tightening and formalizing systems for the Graduation Task Force, attendance team, MTSS, and related student-support teams by establishing consistent meeting times, timelines, and expectations.</p> <p>The school should implement weekly MTSS and graduation reviews, with a monthly data-focused PLC to review trends and share relevant information with students. The school should develop a more systematic intervention process to identify student needs, assign appropriate interventions, establish clear staff ownership, and monitor both implementation and effectiveness.</p> <p>RGPI should complete and refine the Graduation Dashboard so that all students are tiered based on multiple indicators, including grades, attendance, SEL needs, and other risk factors. Teachers should have access to current and historical student data across content areas and use this information to help students understand their progress and develop individual goals. Students should receive regular data updates, create goal sheets, and be recognized for meeting or improving toward their goals. Finally, RGPI should intentionally</p>                                                                |  |  |

schedule weekly MTSS and graduation reviews within the 90-Day Plan to ensure these systems are consistently implemented and that students are promptly monitored, supported, and re-engaged when concerns arise.

## **System/Practice 2**

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

RGPI is strengthening its early warning and progress-monitoring system by expanding its focus from seniors to all students in grades 9–12. The school has developed a grade 9–12 dashboard and uses advisory and seminar structures to monitor attendance, grades, and student progress through weekly grade checks and monthly attendance reviews. Students are expected to actively monitor their own progress, communicate concerns with teachers and parents, and participate in interventions such as working lunch when D's or F's are identified. Advisory teachers also monitor report cards and interim grades and engage families when concerns arise.

A newly established advisory team is further formalizing the system through common resources, SEL supports, and career interest data to help personalize student plans. While implementation is still becoming consistent across all advisory teachers, RGPI is increasingly using real-time student data to identify concerns earlier and connect students with timely support.

### **SITM Team Recommendations**

RGPI should continue to strengthen and sustain its existing system for monitoring credit accumulation and recovery by ensuring that data is consistently updated, reviewed, and communicated to students and families.

The school should continue using predetermined interventions and personalized learning plans, while regularly reviewing their effectiveness and adjusting supports based on student progress. Continued use of visual progress reports and clear communication will help ensure that students understand their credit status and have a clear, supported pathway toward graduation.

### **School's Identified Next Steps**

RGPI's next steps are focused on making its progress-monitoring system more consistent, systematic, and schoolwide. The school will analyze nine-week report cards and D/F reports to identify the reasons students are struggling, discuss concerns with students, and develop targeted plans for success, while using weekly grade checks to identify and address concerns earlier.

RGPI will establish a consistent process for grade checks during Seminar and Study Hall, including having students access Synergy and analyze their own grades, with additional support for freshmen as they learn the process. By MOY, the school plans to group students during Study Hall by common intervention needs and maximize staff expertise, while giving on-track students an opportunity to use the Commons as an incentive.

RGPI will also develop a schoolwide system for cross-class communication and collaboration, potentially using a shared document, and intentionally incorporate student progress and intervention discussions into PLC meetings to ensure all staff share an understanding of student needs and progress.

### **System/Practice 3**

#### **Systems for monitoring and improving attendance.**

RGPI has established a comprehensive system to monitor and improve attendance through a schoolwide attendance dashboard, an attendance team, and tiered interventions. The team reviews every student's attendance data biweekly, identifies students with greater than 10% absenteeism, examines root causes, and determines appropriate interventions, including formal Student Attendance Intervention Plans (SAIPs) for students experiencing chronic absenteeism. Attendance plans are monitored and updated regularly, with progress and interventions shared with staff through PLCs and a shared document. Teachers also initiate early outreach after three absences, while the counselor and district attendance interventionist coordinate individualized supports, including transportation and other resources. RGPI also uses attendance incentives and recognition to encourage regular attendance, demonstrating a systematic approach that combines early identification, root-cause analysis, intervention, progress monitoring, and positive reinforcement.

#### **SITM Team Recommendations**

RGPI should continue refining and sustaining its comprehensive attendance system by ensuring that attendance tracking, early interventions, family engagement, and data review are implemented consistently across the school.

The school should continue monitoring intervention effectiveness and using attendance data to determine whether students are improving or need additional supports. Regular review of attendance trends and intervention outcomes during attendance team meetings and Professional Learning Communities (PLCs) will help RGPI identify areas for adjustment and ensure that resources and supports remain responsive to student needs, therefore increasing attendance rates.

#### **School's Identified Next Steps**

RGPI's next steps are to continue refining its attendance dashboards and strengthening data collection and analysis to ensure the system is consistently implemented schoolwide. By the middle of the year (MOY), the school will review attendance and Synergy data for evidence of improvement, including a reduction in the number of students requiring School Attendance Improvement Plans (SAIPs), which will be formally reviewed at least once by MOY. RGPI will also explore grouping students during Advisory and Study Hall based on identified needs, while maximizing teacher expertise to provide targeted support. Attendance progress and interventions will be discussed more intentionally during PLCs, and students who demonstrate strong attendance and remain on track will continue to be recognized and encouraged.

| School Improvement and Transformation Monitoring Visit<br>School Systems and Practices Reflection                               |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| School:                                                                                                                         | Rio Grande Preparatory Institute HS |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| School Leader:                                                                                                                  | Julie Maestas                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| LEA:                                                                                                                            | Las Cruces Public Schools           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Superintendent/PEC Director:                                                                                                    | Ignacio Ruiz                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| NM Vistas Designation:                                                                                                          | MRI - Graduation                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| SIT-M Leader:                                                                                                                   | Tiffany Hinsley                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Date:                                                                                                                           | September 18, 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                 | Impacting                           | There is sufficient evidence of the successful implementation of a team focused on improving graduation rates through data-driven decision-making. While processes are well established and operational, some areas may need refinement for optimal consistency and alignment with the school's goals. The team is actively working to monitor and improve the graduation program, using data and communication to inform decisions.                                                                                                                |
| 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                                                                                | 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.                                                                                                                                                                                                                                   |

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| College and career readiness programs providing a variety of graduation pathways                                         | Impacting    | There is sufficient evidence of a diverse college and career readiness program aimed at providing students with a wide range of graduation pathways. The school has taken significant steps to support students' academic success and future career aspirations by implementing targeted programs and resources designed to prepare them for college, vocational training, and entry into the workforce. By offering a range of resources and opportunities, the school ensures that all students are well-equipped to pursue their post-secondary goals, whether continuing their education or entering the workforce.                                                                                                                                                     |
| 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.                               | 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) | Impacting    | There is sufficient evidence of effective classroom instruction to meet the needs of all students, including ELs and SWDs. The school has laid the groundwork for a more inclusive learning environment through organized classroom environments, strong teacher-student relationships, and academic assessments to guide instruction. While there are still areas to refine, such as further differentiation and ensuring consistent application of accommodations, the school is on a positive trajectory to provide equitable, effective instruction for all students. With ongoing efforts to improve support for language development, accommodations, and cognitive engagement, the school is dedicated to ensuring every student has the tools they need to 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.                                                                                                                                                                                            |

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| <p>Collaboration teams or Professional Learning Communities (PLCs) meet regularly to monitor student progress and improve instruction.</p> | <p>Impacting</p> | <p>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.</p> |
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