

School Improvement and Transformation

Monitoring Site Visit Summary

BOY 2026-27

School: Sendero Preparatory Academy HS	LEA: Sendero Preparatory Academy HS
School Leader: Matt Sandoval	Supt/PEC Director: Matt Sandoval
SITM Team Leader: Tiffany Hinsley	Date: September 14, 2026
NM Vistas Designation: MRI - Graduation	
Restructure/Redesign or Restart 2026-27	
Sendero Preparatory Academy is restructuring its school model around evidence-based strategies designed to improve graduation rates and prepare students for college and career success. The school has shifted to a CTE-focused model that integrates cross-curricular Project-Based Learning to provide students with engaging, hands-on, real-world learning experiences. During the 2025–2026 school year, Sendero also rebranded to reflect its stronger focus on career readiness and graduation success. Leadership changes have further strengthened accountability, systems, and monitoring of student outcomes to support the school’s continued improvement.	
Successes and Celebrations	
● Strengthened communication and accountability through a new Staff Handbook outlining clear expectations for grading, attendance, behavior, school policies, and procedures. ● Improved student and family communication through the development of a Student and Family Handbook focused on school community expectations and responsibilities. ● Strengthened safety and security systems, including updated front office procedures, a plan to address student vaping, and the purchase of four vape detectors, with two already received and awaiting installation. ● Established community partnerships with local city programs to provide supportive and restorative assistance related to student vaping. ● Updated credit analysis and graduation pathways to align with the school’s restructure and redesign of content-area courses. ● Strengthened graduation tracking and intervention systems by identifying each student’s cohort, completing individual credit analyses, and establishing personalized credit recovery pathways and contracts with students and families. ● Implemented Individual Senior Academic Plans (ISAPs) for all students currently on track to graduate, with 48 potential graduates receiving individualized monitoring and support. ● Established a Senior PLC and advisory structure that provides ongoing support around graduation readiness, college and career planning, FAFSA completion, resume writing, and college opportunities. ● Redesigned Project-Based Learning (PBL) across the school and established baseline expectations for projects, including guiding questions, milestones, products, and alignment to standards. ● Provided targeted professional development to strengthen teachers’ implementation of Project-Based Learning and establish consistent expectations for high-quality student products. ● Strengthened CTE programming through CTE PLCs focused on developing year-long scopes and sequences connected to internships and industry certifications.	

- **Increased Dual Credit participation**, growing enrollment from 8 students last year to 10 students this year through partnerships with DACC and NMSU.
- **Established a more systematic attendance intervention process**, including attendance tracking and regularly scheduled student intervention meetings.
- **Built a stronger culture of attendance and positive behavior** through the Ram Bucks incentive system, which recognizes students for 14 workplace characteristics and allows them to earn rewards, contributing to noticeable improvements in student behavior and attendance.
- **Strengthened school climate and culture** through incentives, student engagement opportunities, and recognition of positive behaviors.
- **Developed a facility improvement plan** aligned to the school's educational program and initiated conversations with external partners to support future improvements.
- **Strengthened leadership systems and staff accountability** through consistent weekly communication, feedback loops, clear deadlines, and aligned expectations connected to the school's redesign work.

2026 NM Vistas Points and Graduation Rate Trends

Category	Measure	Rate / Value	Students	Points Earned	Maximum Points
2026 Overall Results	Total raw points	26.7	—	—	—
	Total possible points	90	—	—	—
	Total Vistas points	29.7	—	—	—
Academic Achievement	Language Arts	—	35	4.29	15
	Math	—	35	1.93	15
	Science	—	27	3.13	10
Academic Growth	Language Arts growth	—	—	0	0
	Math growth	—	—	0	0
English Learner Progress	Progress rate	4.17%	24	0.21	5
Attendance	Regular attendance	41.11%	180	4.11	10
Graduation	4-year graduation rate	26.58%	73	2.66	10
	5-year graduation rate	50.13%	69	4.01	8
	6-year graduation rate	33.58%	63	2.35	7
	Graduation growth	3.14*	—	1.45	5
College & Career Readiness	Participation rate	43.45%	—	—	—
	Success rate	54.97%	—	—	—
	Readiness points	—	—	2.58	5
4-Year Graduation Cohorts	2023	20.30%	—	—	—
	2024	34.90%	—	—	—
	2025	26.58%	—	—	—
	Best 2-of-3-year average	30.74%	—	—	—

— = 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.	43	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.	28	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.	65	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.	15	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.	35	N/A	N/A
Notes: This year, the school is using Individual Senior Graduation Plans (ISAPs) to identify and work with these students immediately and early.			
<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: Sendero is still calculating this data.			
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)	31		
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)	72		
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)	33		
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)	77		
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)	33		
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)	77		
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 ☒
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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 ☐
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Notes:

2026-27 Critical School Level Systems & Practices

System/Practice 1

Enrollment process articulating school expectations, resources, and Next Steps Plans for each student (freshman through senior)

- All students participate in a one-on-one meeting with the Registrar upon enrollment to review transcripts, credits, graduation status, and individual academic needs.
- Credits classify students, and their academic pathway is determined based on their current progress toward graduation.
- Each student develops an individualized Next Steps Plan with the Registrar that identifies their graduation pathway, credit recovery needs, and next steps.
- All seniors are placed on an Individualized Senior Graduation Plan (ISAP) upon enrollment, regardless of whether they are currently on track to graduate.
- All age-four students are placed on an ISAP to ensure their graduation progress is closely monitored.
- Students are provided four potential graduation pathways based on their individual needs: traditional coursework, work-based learning, Graduation Re-Engagement Internship Program (GRIP), or Edgenuity.
- All students are enrolled in a Career Expectations course where they learn school expectations, explore graduation requirements, develop graduation plans, and learn about CTE pathways.
- New students complete the Career Expectations course for two terms before entering a CTE pathway, ensuring they understand school expectations and their academic and career options.
- The Registrar provides students with a transcript audit and credit analysis so they understand where they stand academically and what they need to do to stay on track or recover credits.
- Students and families receive individualized information about graduation requirements, academic pathways, and credit recovery options through the enrollment and planning process.
- Students are increasingly taking ownership of their academic progress, with students independently seeking out the Registrar to review their credit status, course options, and graduation requirements.
- The Registrar serves as the consistent point of contact for verifying students' graduation status, ensuring students receive accurate information about whether they are on or off track.
- Next Steps Plans are reviewed and updated at the end of each of the eight terms to reflect credit accumulation, course completion, and changes in student needs.
- Sendero has identified 39 of 42 juniors as currently on track to graduate, with three juniors identified as not on track and needing additional support.
- The system has been strengthened in response to increased enrollment, including 17 new freshmen and five new seniors this year, ensuring new students receive individualized academic planning from the time they enter Sendero.

SITM Team Recommendations

- Ensure all students in grades 9–11 have a current ISAP that clearly identifies their graduation status, pathway, credit needs, and next steps.
- Establish a consistent schedule for one-on-one ISAP meetings with freshmen–juniors and document completion and follow-up.
- Develop a system for regularly communicating student ISAP information to teachers and support staff while maintaining appropriate confidentiality.
- Use ISAP data during scheduling, PLCs, and intervention meetings to proactively address credit gaps, attendance concerns, and other barriers.
- Establish clear staff roles and accountability for monitoring and updating ISAPs throughout the school year.
- Strengthen family engagement by ensuring families are regularly informed of their student's graduation status, plan, and needed supports.
- Monitor implementation and impact of the ISAP system through leading indicators such as credit attainment, course completion, attendance, and students' ability to articulate their graduation pathway.

School's Identified Next Steps

- Develop and implement Individualized Senior Graduation Plans (ISAPs) for identified students in grades 9–11.
- Expand the ISAP process to all underclassmen to ensure every student has a current, individualized graduation pathway.
- Schedule regular one-on-one meetings with freshmen–juniors to review credits, progress, graduation pathways, and next steps.
- Continue strengthening the ISAP tracking system for underclassmen that was initiated this year.
- Share ISAPs for H4 seniors with all staff to ensure consistent awareness of student graduation needs and pathways.
- Continue using ISAPs to inform course scheduling, interventions, credit recovery, and student support.
- Strengthen staff ownership and communication around students' individual graduation plans to reduce surprises and ensure timely intervention.

System/Practice 2

Effective classroom instruction that meets the needs of all students, particularly student groups (such as ELs and SWDs)

- Special education services are provided primarily through a push-in/inclusion model, supported by a SPED director, two SPED teachers, an educational assistant, and a dual-licensed general education teacher.
- Approximately 30–35% of students currently have IEPs, making inclusive instructional practices a significant schoolwide priority.
- Every teacher maintains an IEP/504 folder with student accommodations, instructional strategies, extended-time requirements, and specific supports, allowing teachers to access and implement individual student needs.
- Teachers have access to a real-time Attendance Intervention Tracker that includes attendance, academic achievement, Tier 2 interventions, meeting dates, and supports provided.
- Teachers can document interventions directly in the tracking system, providing a shared record of student supports and progress.
- Early Warning Intervention (EWI) processes are in place to identify students needing additional

academic or behavioral support, with plans to strengthen the consistency and frequency of EWI meetings.

- Sendero has invested in professional learning through three days of onsite training with PBLWorks, strengthening teachers' capacity to design rigorous, standards-aligned Project-Based Learning experiences.
- Teachers receive ongoing support from a PBL coach, including quarterly individual/team coaching focused on scope and sequence, intervention strategies, and instructional planning.
- The school is developing a consistent, schoolwide format for PBL unit plans to strengthen alignment, rigor, and consistency across classrooms.
- PLCs and OFCCs are structured to provide dedicated time for teachers to collaborate around content-area instruction and PBL implementation.
- Teachers are developing yearlong content-area scopes and sequences aligned to standards and designed to support coherent, rigorous instruction.
- Sendero is implementing Elevate walkthroughs, with three walkthroughs per teacher and follow-up feedback/coaching conversations led by the assistant principal.
- The Elevate/OFCC process provides an opportunity to monitor instructional consistency, provide individualized feedback, and strengthen teacher practice through coaching.
- The school is beginning to develop small-group intervention practices to provide more targeted instruction based on student needs.
- IXL will be administered three times annually to identify academic needs and inform instructional planning and PLC conversations around student achievement and growth.
- The school is working toward using multiple sources of student data to identify instructional needs and adjust supports for individual students and student groups.
- The bilingual director will support teachers in identifying key vocabulary and language demands within unit plans and provide WIDA-aligned guidance to strengthen instruction for English learners.

SITM Team Recommendations

- Strengthen consistent differentiation and scaffolding so instruction meets the range of academic and learning needs within each classroom.
- Ensure IEP/504 accommodations are consistently implemented and reflected in daily lesson planning and instruction.
- Use disaggregated student data to identify specific needs of ELs, SWDs, and other student groups and adjust instruction accordingly.
- Increase opportunities for cognitive engagement, rigorous thinking, and meaningful student discourse across classrooms.
- Strengthen academic language supports for ELs by intentionally embedding vocabulary, language objectives, and WIDA-aligned strategies into content instruction.
- Use PLCs to examine student work and assessment data and determine whether instructional strategies are resulting in improved student learning.
- Establish consistent expectations for small-group instruction and targeted interventions based on identified student needs.
- Use walkthrough and coaching data to monitor consistency of effective instructional practices and provide targeted teacher support.
- Continue leveraging strong teacher-student relationships and positive classroom environments as a foundation for rigorous and inclusive instruction.
- Monitor the implementation and impact of instructional accommodations and interventions to ensure students are receiving the supports identified in their plans.

School's Identified Next Steps

- Align teacher data with Elevate feedback meetings to provide targeted coaching, support, and follow-up based on identified instructional needs.
- Strengthen the use of student data and Early Warning System indicators to develop and monitor targeted small-group interventions consistently.
- Establish a formal set of indicators for determining students' present levels and use the data to form and adjust intervention groups strategically.
- Expand the use of IXL across grade levels and use results during PLCs to identify academic needs, determine intervention groups, and plan targeted instruction.
- Continue participating in the Elevate Classroom Walkthrough pilot to strengthen the consistency and efficiency of instructional observations and feedback.
- Consistently document intervention progress, including course performance, attendance, behavior, and other identified indicators, to monitor the effectiveness of supports.
- Strengthen collaboration with students and families to identify barriers and develop individualized intervention plans.
- Develop and implement a schoolwide approach to academic vocabulary, with the EL Coordinator supporting teachers across the five pathways.
- Use ACCESS data, once available, to identify English learner needs and inform instructional supports and interventions.
- Use PLCs to collaboratively identify essential academic vocabulary within content areas and incorporate language development into instruction.
- Continue developing yearlong, standards-aligned scopes and sequences across content areas to support instructional coherence and rigor.
- Provide ongoing WIDA professional development through PLCs to strengthen teachers' understanding and implementation of language domains and supports for English learners.

System/Practice 3

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

- Sendero has partnered with the state to implement ELEVATE as its schoolwide observation and feedback system.
- All teachers have been trained and onboarded to ELEVATE and understand the expectations for the process.
- The school will implement three walkthroughs per teacher each semester, creating a more consistent structure for observing instruction and providing feedback.
- School leadership recognized that previous walkthrough and feedback practices were not consistently implemented or sufficiently impactful and has identified strengthening OFCCs as a priority.
- Teachers have expressed interest in receiving more coaching cycles, demonstrating staff investment in ongoing professional growth.
- The new principal, Dr. Valerie Parker, has met individually with every teacher to build relationships, establish trust, and create a foundation for effective coaching conversations.
- The assistant principal developed an observation and feedback tool aligned to the OFCC process, including all ELEVATE domains and sample evidence/look-fors for each domain.
- Weekly PLCs provide dedicated collaboration time from 8:15–9:00 a.m. for teachers to work together on instructional planning and yearlong content-area scope and sequence.
- The developing OFCC structure creates an opportunity to connect classroom observation evidence, teacher feedback, coaching, and PLC work to strengthen instructional practice.

- Sendero has demonstrated intentionality in selecting an observation and feedback system that aligns with the needs and requirements of its charter school.
- The school is moving toward a more systematic and consistent approach to observation, feedback, and coaching, establishing

SITM Team Recommendations

- Establish a consistent schoolwide coaching cycle with clearly defined timelines for observation, feedback, coaching, implementation, and follow-up.
- Use student achievement, engagement, attendance, and intervention data to identify and prioritize individual teacher coaching needs.
- Ensure every teacher receives regular, individualized feedback tied to specific instructional practices and student outcomes.
- Develop measurable coaching goals with teachers and revisit those goals during follow-up observations.
- Strengthen differentiation, scaffolding, and accommodations for ELs and SWDs as specific coaching priorities.
- Use ELEVATE walkthrough data to identify schoolwide instructional trends and individual teacher needs.
- Connect coaching cycles to bi-weekly PLC work so teachers have opportunities to collaborate, practice, and reflect on feedback.
- Document coaching cycles, feedback, action steps, and follow-up evidence to monitor implementation and ensure consistency.
- Provide targeted professional learning based on common instructional needs identified through walkthroughs and coaching data.
- Monitor the impact of coaching on student engagement, course performance, assignment completion, and other student outcomes to determine whether changes in teacher practice are translating into improved learning.

School's Identified Next Steps

- Establish a consistent schedule and routine for classroom walkthroughs, feedback, and coaching conversations.
- Complete the first cycle of ELEVATE walkthroughs and feedback with all teachers.
- Use targeted student and instructional data to guide walkthrough observations, feedback, and coaching priorities.
- Continue training staff on ELEVATE look-fors and expectations to strengthen consistency across classroom observations.
- Use feedback conversations to identify specific instructional goals and monitor implementation over time.
- Connect walkthrough evidence and coaching feedback to weekly PLC discussions and instructional planning.
- Continue developing a data dashboard with an outside agency to monitor scope and sequence, unit plans, and yearlong instructional alignment.
- Use dashboard and walkthrough data to identify trends, prioritize professional learning, and support continuous improvement in teaching and student engagement.

System/Practice 4

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

- Teachers meet weekly in protected PLC time from 8:15–9:00 a.m., organized by CTE content areas: Medical, Education, Welding, and Business.
- PLCs have shifted from primarily addressing day-to-day operational needs to building a stronger instructional planning system focused on scope and sequence.
- Teachers are developing yearlong, standards-aligned scopes and sequences within their content areas to create greater instructional coherence.
- Three full days of professional learning with PBLWorks have strengthened teachers' capacity to develop high-quality Project-Based Learning units.
- PBLWorks coaching provides small-group support focused on unit plans, scope and sequence, and alignment to student needs and student subgroups.
- Each teacher will receive individualized coaching time with the PBL coach to refine PBL goals, standards alignment, and project development.
- PLC work is building teacher confidence and consistency in project development before expanding to broader cross-curricular collaboration.
- The school has identified the next phase of PLC development as using student data and data analysis to inform instructional decisions and interventions.
- PLC structures provide a foundation for connecting scope and sequence, PBL planning, student needs, and future data-driven instructional cycles.

SITM Team Recommendations

- Establish consistent PLC structures, agendas, protocols, and documentation across all content areas.
- Ensure PLCs consistently move beyond planning to analyze student data and determine specific instructional responses.
- Use the ABC data (Attendance, Behavior, Course Performance), IXL, ISAP, intervention, and walkthrough data to identify students needing additional support.
- Strengthen consistency across PLCs by establishing common expectations for data review, action planning, and follow-up.
- Document instructional decisions and interventions made during PLCs and monitor their impact on student outcomes.
- Include EL and SWD data and needs in PLC discussions to ensure instructional planning addresses all student groups.
- Use PLCs to examine student work and determine whether instructional strategies are resulting in improved learning and engagement.
- Connect PLC action steps to individual student plans, intervention groups, OFCC feedback, and the school's graduation goals.
- Establish a regular process for leadership to monitor PLC effectiveness and provide feedback or support when teams need additional assistance.
- Build toward a continuous improvement cycle in every PLC: data, identify need, instructional response, implementation, monitor results, and adjust.

School's Identified Next Steps

- Develop a user-friendly ABC data form to monitor Attendance, Behavior, and Course Performance in real time and support timely interventions.
- Continue developing yearlong, content-specific scope and sequences, with all plans submitted to administration by the beginning of Term 3.
- Add the bilingual teacher to PLCs to review project plans and identify academic vocabulary and

opportunities to address WIDA language domains.

- Maintain the existing weekly PLC focused on content-area scope and sequence and project development.
- Add a second weekly PLC from 8:15–9:00 a.m. focused on student data and progress monitoring.
- Use the second PLC to review ISAPs, IXL data, walkthrough look-fors, intervention data, and ABC indicators.
- Establish a consistent PLC data-analysis cycle that moves from data review to instructional response, intervention, implementation, and monitoring of student outcomes.
- Use PLC findings to inform classroom instruction, intervention groups, coaching cycles, and student support plans.

End-of-Year School Improvement and Transformation Monitoring Visit (EOY SIT-M) School Systems and Practices Reflection		
School:	Sendero School of Academics and Career Prep	
School Leader:	Matt Sandoval	
LEA:	Sendero School of Academics and Career Prep	
Superintendent/PEC Director:	Matt Sandoval	
NM Vistas Designation:	MRI - Graduation	
SIT-M Leader:	Tiffany Hinsley	
Date:	September 14, 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)	Learning	There is little to no evidence that the school has developed a formal process to ensure students are thoroughly oriented and supported upon enrollment. There is little evidence of NSPs. NSPs are inconsistent, incomplete, or outdated. Ownership is unclear and largely limited to counselors. Graduation requirements are not reliably verified, students often do not know their status, and family involvement is minimal. Plans are rarely used to guide scheduling or intervention, and there is little evidence that the process is associated with improved outcomes.
System to track credit accumulation and recovery	Engaging	There is some evidence of a tracking system. While the school has taken initial steps toward creating a system to track credit accumulation and recovery, it is still developing and refining it. The basic structures for tracking progress, providing status reports, and responding to midterm failing grades are in place, but consistency and full implementation are ongoing goals. The school is working to improve its ability to monitor student progress more effectively and provide the necessary interventions for students at risk of falling behind.
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.	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	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	Engaging	There is some evidence the school has made progress in assigning mentors, offering academic coaching, or creating peer mentoring opportunities. The school is working towards creating a system that will allow each student to receive the support they need to thrive. Educators realize that as the program grows, it will become essential to fostering a positive, motivating school climate.
Effective classroom instruction that meets the needs of all students, particularly student groups (such as ELs and SWDs)	Learning	There is little or no evidence of effective classroom instruction that meets the needs of all students, particularly ELs and SWDs. While the physical environment and teacher-student relationships are generally positive, there is a lack of consistent differentiation in instruction, accommodations, and progress monitoring for these students. The school has not yet fully implemented systems to ensure that all students receive the appropriate academic support, particularly in language acquisition for ELs and disability accommodations for SWDs. There is a significant need for more robust, targeted strategies to ensure that the diverse needs of all students are met in the classroom, allowing them to participate and succeed fully.
Observation and feedback coaching cycles (OFCCs) to improve teaching and student engagement and learning	Learning	There is little to no evidence that teachers are provided consistent and individual instructional coaching to improve student engagement and learning outcomes. Instructional practices, especially around standards alignment, scaffolding, IEP accommodations, and language supports for English Learners (ELs), are inconsistent or absent.
Collaboration teams or Professional Learning Communities (PLCs) meet regularly to monitor student progress and improve instruction.	Learning	There is little to no evidence of effective PLCs or collaboration meetings. Meetings, if held, lack structure, data analysis, or instructional impact, and there is no clear process for monitoring student progress or improving instruction.