

School Improvement and Transformation

Monitoring Site Visit Summary

BOY 2026-27

School: Gilbert Sena Charter HS	LEA: Albuquerque Public Schools
School Leader: Jennifer Pyre	Supt/PEC Director: Dr. Gabriella Blakey
SITM Team Leader: Eileen Reed	Date: September 14, 2026

NM Vistas Designation: MRI - Graduation

Restructure/Redesign or Restart 2026-27

Gilbert L. Sena Charter High School has chosen to restructure and redesign its instructional and student-support model rather than restart the school. The decision was driven by the need to improve student attendance, credit attainment, graduation outcomes, and engagement while maintaining the school's mission of serving students through an accelerated, individualized learning model.

Key actions taken include:

- **Redesigned the school into academy-based pathways**, Freshman Academy, Mission Essential Academy, and Prep Academy, to provide more targeted support based on students' credit status, academic needs, and readiness for graduation.
- **Strengthened individualized learning through Advocacy and Success Plans**, giving every student an advocate responsible for monitoring academic progress, attendance, behavior, and postsecondary goals.
- **Implemented an early-warning and intervention system** that uses attendance, course failures, credit attainment, and behavior data to identify students needing immediate support.
- **Created a daily Academy Intervention Block** to provide targeted academic intervention, tutoring, credit recovery, and attendance/behavior support rather than waiting for students to fail or disengage.
- **Expanded high-dosage tutoring and academic intervention**, including IXL, NWEA MAP data, Edgenuity, Read 180, and targeted math/ELA supports.
- **Established clearer performance expectations and data cycles**, including weekly academy-based data meetings focused on students who are failing courses, missing school, or falling behind the expected 8 credits per year.
- **Redesigned attendance and engagement practices**, including the Attendance for Success framework, real-time attendance monitoring, and increased accountability for students below the 90% attendance expectation.
- **Strengthened the transition into high school** through Freshman Academy and new-student orientation, with an emphasis on early identification and intervention.
- **Aligned professional development and staff roles** to the redesigned model, emphasizing instructional intervention, advocacy, data use, attendance, behavior, and consistent implementation of schoolwide systems.
- **Increased progress monitoring and data storytelling** so the school can evaluate whether redesign efforts are improving student outcomes and make timely adjustments.

The redesign reflects a shift from a primarily traditional credit-recovery approach to a proactive, data-driven accelerated learning model in which attendance, academic performance, behavior, credit attainment, and graduation readiness are monitored together. The school is using this restructuring to create greater consistency, earlier intervention, and shared accountability for student success.

Successes and Celebrations

Sena High School is seeing several encouraging early indicators from the redesigned accelerated learning and early-intervention model. New Student Orientation achieved a 95% attendance rate, demonstrating strong student engagement and a successful transition into the school year. School leadership shared that 100% of the students who participated in the three-day New Student Orientation are still enrolled.

The school is currently maintaining approximately 92% Average Daily Attendance (ADA), reflecting improved student engagement and consistency. In addition, staff has already identified and placed approximately 13 students in the acceleration pipeline for early intervention, allowing them to proactively address academic, attendance, and credit concerns before they become barriers to graduation.

A significant enrollment strength is the Freshman Academy, which currently has 38 students, the highest freshman enrollment Sena High has had at the start of a school year. This growth is particularly encouraging because the Freshman Academy is designed to provide early support, establish strong attendance and academic habits, and connect students to Sena's accelerated learning model from the beginning of their high school experience.

Together, these indicators (95% orientation attendance, 92% ADA, 13 students in the acceleration pipeline, and a record 38 freshmen) demonstrate positive momentum in enrollment, engagement, and early intervention.

An operations manager is now in place, allowing the principal to spend significantly more time in classrooms. She has doubled her classroom presence and is focusing on strengthening the use of OFFC and 10-minute instructional rounds. These rounds are being used to identify a schoolwide instructional practice that could benefit from additional professional development. The principal plans to provide “walking PD” on the identified topic, with an expectation that teachers will implement the strategy the following week. The principal will collect and analyze implementation data weekly and provide follow-up as needed.

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	90	—	—	—
	Total Vistas points	31.5	—	—	—
Academic Achievement	Language Arts	—	27	1.67	15
	Math	—	27	0.56	15
	Science	—	26	1.85	10
Academic Growth	Language Arts growth	—	—	0	0
	Math growth	—	—	0	0
English Learner Progress	Progress rate	0.00%	28	0.00	5
Attendance	Regular attendance	66.67%	150	6.67	10
Graduation	4-year graduation rate	51.47%	101	5.15	10
	5-year graduation rate	61.77%	87	4.94	8

Goal: Number of students in the 2027 4-year cohort enrolled in the school and on track to graduate in 2027 at MOY . (Not including SAUs)	35
Goal: Percentage of students in the 2027 4-year cohort enrolled in the school and on track to graduate in 2027 at MOY . (Not including SAUs)	85%
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 . (Not including SAUs)	37
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 . (Not including SAUs)	90.2%
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 . (Not including SAUs)	40
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 . (Not including SAUs)	98%

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: School leadership shared the "Senior Tracker" that provides a comprehensive overview of student progress.		
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: In addition to tracking course completion, grades, and attendance, the school supports academic progress through its high-dosage tutoring program. The school has established an SAT Boot Camp to provide targeted SAT preparation. High-dosage tutoring occurs three days per week, with sessions on Tuesdays and Thursdays during advocacy and an all-day session on Fridays. Participation is required and counts toward students' grades.		

2026-27 Critical School Level Systems & Practices

System/Practice 1

Systems and procedures that address students' social, emotional, and behavioral needs.

SITM Team Recommendations

As the school implements work to strengthen this system, consider establishing a clear Year 1 timeline with specific milestones for developing documentation, training in-house staff, and implementing trauma-informed adult behavior expectations. Define measurable outcomes and ownership for each milestone to ensure the school can monitor progress and build the capacity needed for staff to co-manage the system with the dean of students.

School's Identified Next Steps

The school has retained Chinogapreneur Consulting Company to support the development of adult practices that promote students' emotional and behavioral success. The work includes mindset training and implementing restorative practices, PBIS, and trauma-informed strategies. Over the next three years, the consultant will help the school build a comprehensive documentation system that the site can eventually

manage. The school is also using the PBS reflection rubric to monitor progress, identify areas for growth, and strengthen its systems and practices in this area.

The school's next steps are focused on building a sustainable, site-based system to support students' emotional and behavioral success. This will include developing the necessary documentation and training in-house staff to co-manage the support system alongside the dean of students. The school will provide trauma-informed professional development that establishes clear expectations for adult behaviors and practices. In Year 2, the school will strengthen parent engagement as a key component of the support system. By Year 3, the goal is for the system to be fully implemented and independently managed by school staff without reliance on an external consultant.

System/Practice 2

An advisory or mentor program that creates a support system for students' success.

The principal highlighted the Advocacy/Advisory program, which for the first time in SENA's history has a fully developed scope and sequence organized by academy, grade level, and credit needs. The system embeds peer mentoring, individualized coaching, peer collaboration, and targeted resources. Every student is paired with an advocate and an additional adult to provide consistent support and connection.

The school is monitoring implementation through walkthrough data focused on specific Advocacy practices, such as Stop and Jot, and is using the rubric to assess progress and identify areas for continued growth. The principal reported that students' sense of belonging is currently in the 90% range, indicating a strong foundation for the school's continued work in this area.

SITM Team Recommendations

Develop a systematic process for monitoring both the implementation and impact of the Advocacy/Advisory practices. Track whether the practices are used consistently and whether they produce the intended student outcomes. This year, the school should prioritize consistent implementation and evidence of impact rather than characterizing the work as transformational.

School's Identified Next Steps

The school's next steps are to continue monitoring implementation fidelity through its new observation and feedback system, with data collected and shared with staff weekly. Leadership plans to use this data to identify areas for improvement and make mission-specific adjustments that strengthen student learning outcomes. A goal related to this system is to ensure that students can clearly articulate the purpose of the Advocacy model and explain how it supports their success.

System/Practice 3

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

The school has clearly defined observation expectations and is using the Get Better Faster model to structure its observation and feedback cycle. Leadership has conducted six classroom visits and is using an internal tracking system to document observations, identify teacher action steps, and provide individualized feedback through one-on-one meetings and hallway conversations. Leadership shares holistic feedback with staff after each round of walkthroughs.

The school is also beginning to analyze classroom-level attendance in relation to student engagement, with early data suggesting that higher classroom engagement is associated with higher attendance. Leadership is

using multiple data sources—including IXL data, student work, attendance data, and observation evidence—to identify trends and inform instructional adjustments.

SITM Team Recommendations

As the school continues to strengthen this system, use the reflection rubric to move from Engaging to Impacting by MOY, focusing on the impact of targeted support on changing classroom practice and schoolwide practices for ELs and SWDs.

School's Identified Next Steps

School leadership plans to strengthen implementation fidelity and make mission-specific adjustments based on implementation data. The leadership team will use the Observation Feedback Cycle (OFC) every two weeks to provide targeted support to teachers based on walkthrough and observation data. By midyear, leadership plans to assess the impact of these efforts, with the goal of seeing meaningful improvement in at least one of the two teachers currently identified as needing additional support.

School Improvement and Transformation Monitoring Visit School Systems and Practices Reflection		
School:	Gilbert Sena Charter High School	
School Leader:	Jenniefer Prye	
LEA:	Albuquerque Public Schools	
Superintendent/PEC Director:	Dr. Gabriella Blakey	
NM Vistas Designation:	MRI - Graduation	
SIT-M Leader:	Eileen Reed	
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	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	Transforming	There is comprehensive evidence of a system in place to track credit accumulation and recovery. The data is consistently collected, and the school's graduation program plan provides a clear framework for monitoring progress and intervening when necessary. Predetermined interventions are readily available, visual progress reports are accessible to students and families, and personalized learning plans are regularly reviewed and adjusted. This comprehensive approach ensures that all students are supported and have a clear pathway toward graduation.
Systems for monitoring and improving attendance.	Transforming	There is comprehensive evidence of a structured attendance system. A robust system is in place, including accurate attendance tracking, early intervention strategies, family engagement, and data-driven decision-making. Attendance improvement initiatives and support services are well-documented and regularly assessed for effectiveness.

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	Transforming	There is comprehensive evidence of a program that is a cornerstone of the student success strategy. The well-documented catalog of advisors and mentors, academic coaching log, and peer mentoring programs are integral to creating a supportive, growth-oriented student environment. Through consistent check-ins, tailored coaching, and peer collaboration, the school helps students navigate academic challenges and celebrate their progress, fostering a positive and supportive school culture.
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	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.
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