

School Support and Readiness Assessment Monitoring Visit Summary Report

School: Gilbert L. Sena Charter High School	LEA: Albuquerque Public Schools
School Leader: Jenn Prye	LEA Leader: Joseph Escobedo
SSRA Team Leader: Matt Williams, Ph.D.	Date: May 23, 2024
School Successes and Celebrations	
<p>Gilbert L. Sena (GLS) Charter High School has improved attendance rates, with data from their early warning system demonstrating growth from 78% to 82% (excluding Fridays). This improvement indicates effective strategies and interventions that keep students engaged and present in class.</p> <p>Consistent growth in academic math proficiency throughout the year is a significant success. This reflects the school's effectiveness of math intervention, refined teaching strategies, and student support systems. Notably, Algebra 1 saw an increase from 0% to 14% in the advanced category, with a corresponding improvement in the percentage of students proficient and advanced, rising from 12% to 21%. Geometry saw similar patterns; 12th-grade math proficiencies grew from 23% to 33%. Principal Prye's expectation for teachers to support on-grade-level instruction has undoubtedly enhanced student performance.</p> <p>According to recent data from the Albuquerque Public Schools Panorama Survey, 100% of students report they have at least one trusted adult in the building. This indicates a solid, supportive school environment where students feel connected and valued.</p> <p>Finally, GLS Charter has demonstrated progress in doubling the number of End-of-Course (EOC) credits earned by students, underscoring the school's ability to accelerate learning outcomes, facilitate graduation readiness, and prepare students for future academic pursuits.</p>	
Progress Toward Next Steps Identified in SSRA Summary	
<p>SSRA Summary Next Step #1: The school plans to hold professional development (PD) sessions centered on restorative practices. The goal is to train staff, who can then train other staff.</p> <p>The school conducted sessions on restorative practices between terms three and four and worked on developing a Rational Detachment Strategy for teachers. In addition to the Layer 1 intervention during student success talks, teachers implemented the data-driven LiveSchool (PBIS tracking system) coupled with the use of the school's restorative justice system. Notably, all nine teachers and 100% of the remaining staff were involved in the PD.</p>	

SSRA Summary Next Step #2: The school may offer embedded professional development on-site in response to school-specific needs. Creating staff 'trainers' will help ensure buy-in and develop teacher leadership capacity.

Principal Prye is thrilled to move the District Testing Coordinator from an outside contractor providing professional development to use in-house personnel and their established data-driven instruction model. Through using their personnel with identified skill sets, based on school-specific needs, the school identified one full-time equivalent (FTE) for its senior seminar and one FTE for its Freshman Academy. As a result of this alignment of personnel and building staff capacity, the school has increased its retention rate to less than 5% in both cohorts, with greater than 90% of students attaining the next grade level or graduating.

SSRA Summary Next Step #3: Leadership will analyze funding opportunities to decrease transportation barriers and increase attendance.

Effective May 15, 2024, the school has partnered with Albuquerque Public Schools (APS) to implement a dedicated bus route and is negotiating with Youth City Cabs to create a sustainable transportation intervention program. Principal Prye highlighted that, as revealed by a student survey, approximately 58% of students have experienced transportation issues. This data has informed the school's strategy to address transportation-related attendance challenges for the 2024-25 school year. As a result of these efforts, the school has already seen a 3% increase in attendance.

SSRA Summary Next Step #4: Leadership will work on school-wide data dives to help teachers understand learning targets and rationales behind school-wide initiatives.

As a precursor to deepening teachers' understanding of how to use student data, "watch parties" were organized for staff to view relevant movies and documentaries featuring similar student populations. These sessions achieved significant success as Principal Prye observed a notable shift in teachers' willingness to share quantitative and qualitative data to support improvement efforts. She remarked that the culture began transforming when teachers recognized that there are successful schools serving the same student demographics. The "watch parties" were well-received, with all 22 staff members in attendance contributing to this positive shift in the school's culture and data-sharing practices.

SSRA Summary Next Step #5: Leadership will model deep-level questioning techniques for teachers during PLCs and feedback sections.

The school could not progress due to two significant personnel issues that took time away from planning and successful implementation. After re-strategizing the student support model to include substitute coverage and more, the school is on track for a strong start in the next school year.

SSRA Summary Next Step #6: Teachers need continued guidance, support, and resources to raise instructional rigor.

As indicated above, the school faced challenges that prevented school leaders from making progress in this area.

SSRA Summary Next Step #7: The school leadership team will explore possible funding opportunities for teachers pursuing certification in more than one content area and additional PD.

Gilbert L. Sena High School is proud to announce that two of its teachers are enrolled in a preparation program to obtain Special Education licenses, with the expectation that they will be fully licensed by the beginning of the 2024-25 school year. Additionally, two other staff members are advancing their education: one is completing a bachelor's degree and aims to become a social worker with a master's degree by 2026. The other is pursuing a bachelor's degree with a concentration in behavioral intervention, which is expected to be completed by 2025. These advancements reflect the school's commitment to professional development and enhancing student support.

School Leader's Next Steps

For the summer of 2024 and the 2024-25 school year, Principal Prye aims to ensure that accountability systems for both adults and students are consistently implemented and followed, using the term "sticky" to emphasize the goal of embedding these practices deeply within the school culture. The focus will be solidifying the school's Multi-Layered System of Support (MLSS) to ensure comprehensive academic and behavioral support.

To support the school's trajectory of improved student proficiency, Principal Prye plans to allocate time in the master schedule for teachers to participate in PD. This includes providing teachers an additional prep period and a stipend to facilitate their engagement in these developmental activities.

In August, individual meetings will be held with students to develop personalized success plans. These meetings will also address school transportation, with data entered into PowerSchool. Students who are contacted after three days of absence per quarter will be required to use the school bus, and in emergencies, a contract with City Cabs will be utilized to ensure students can attend school.

The core leadership team will provide professional development on the Science of Hope. It will address and transform teacher belief systems to foster a "they can" mindset. This PD will feature deep questioning strategies and include the school's Authorizer as a guest speaker to enhance the learning experience. Additionally, Principal Prye plans to mentor and support her leadership team through bi-weekly coaching sessions and classroom walkthroughs to grow and retain the school's staff.

