

School Support and Readiness Assessment Summary Report

School: West Las Vegas Family Partnership High School	LEA: West Las Vegas School District
School Leader: Carla Pacheco	LEA Leader: Christopher Gutierrez
SSRA Team Leader: Bernadette Ellis	Date: October 11, 2023
School Description	
<p>Principal Pacheco characterizes the West Las Vegas Family Partnership as "a public, non-traditional school serving grades 9-12. The majority of the [36] students enrolled are on a credit recovery status. All students are assigned a teacher and work on the Edgenuity Program throughout the day. Students are expected to take notes, and teachers monitor progress regularly. The Edgenuity Program is a self-paced computer program. Prior to enrolling in the school, a student and the family must conference with administrators to ensure this is an appropriate setting for them. Our location is situated behind the Historic Las Vegas Plaza at 157 Moreno Street in Las Vegas, NM. Our student population is made up of diverse ethnic backgrounds and comes from the Las Vegas area and surrounding rural communities."</p> <p>School's Mission: <i>The West Las Vegas Family Partnership provides high-quality, flexible, individualized educational experiences in a safe, technology-enabled environment to empower students to achieve their academic and personal goals. The WLV Family Partnership staff, students, parents, and school partners work to achieve our mission through a process of continuous improvement.</i></p> <p>School's Vision: <i>At the WLV Family Partnership, the staff is dedicated to ensuring the online courses are meeting the NM Common Core State Standards. The teacher will provide accommodations to students to meet their individual needs. The WLV Family Partnership is not only an online school; we require mandatory attendance 5 days per week so that teachers can work with students to provide 1) core classes that support their learning needs 2) small group intervention 3) one-to-one tutoring and assistance with assignments 4) basic skills tutoring 5) additional support and supervision and 6) a sense of community. The online courses provide 1) academic rigor in the core content areas 2) a diverse course catalog to include Advanced Placement courses 3) alignment to state and national standards 4) web-based management tools for tracking and reporting 5) implementation support and 6) Professional Learning Communities for our educators.</i></p>	

The West Las Vegas Family Partnership (WLV FP) is in a dedicated building next to West Las Vegas High School (WLV HS) and within the larger WLV HS campus and surrounding athletic fields. The principal and assistant principal lead both schools.

School Successes and Celebrations

The West Las Vegas Family Partnership has created a supportive environment for students with a strong team, including two teachers, special education staff, counselors, a truancy officer, nurses, and administrators. The WLV FP has positively shifted school culture to focus on academics and accountability. The school curtails students' access to the Edgenuity platform at 5:30 p.m. each day, which holds students accountable for completing work on time during the day and enables them to participate in afterschool programs. The West Las Vegas Family Partnership graduated 7 of 10 seniors in the school year 2022-2023.

DOMAIN 1: CULTURE & EQUITY

To what degree has the school established equitable practices that ensure ALL students and staff have an opportunity to reach their full potential?

Promising Practices:

The West Las Vegas Family Partnership has developed a caring and responsive environment that allows all students to "feel and be successful." Students face various challenges, including anxiety and trauma connected to the impacts of COVID-19 and the 2022 Calf Canyon-Hermit's Peak Fire. The fire was the largest in New Mexico's history and caused many community members to experience fear, anxiety, and economic losses. Students have also confronted challenges with substance abuse and domestic violence. The school addresses individual students' needs and employs restorative practices.

As the staff at WLV FP respond to students' mental health challenges, the school is also working to proactively develop a sense of belonging for their students. The school's motto is "Be you, be true, be here, belong." The leadership hosted a joint parent night for the WLV Family Partnership and WLV High School. There is intentional use of inclusive language when addressing the community, such as starting with the phrase, "The WLV High School and Family Partnership... [welcome you...]." The WLV FP students eat lunch with the WLV HS students and can also take electives there.

The partnership with WLV HS enables WLV FP students to take electives based on interest, such as a rock class. They can also choose electives that lead to certifications that make students immediately competitive in the job market, including a culinary server's license or a commercial driver's license. The high school is also working to add automotive and welding offerings.

Opportunities for Growth:

Multiple interviews evidenced an ongoing need for providing students with additional support related to their health and wellness, especially with a focus on prioritizing attendance. The school has a continuing collaboration to support students' attendance that includes four counselors, a nurse, a truancy officer, a transition specialist, a social worker, and administration. However, it does not include teachers because they do not have collaboration time. There is an opportunity to involve teachers in discussions of interventions to support students.

WLV FP wants to provide students with opportunities to grow socially, and the students want to be included at the high school and feel a part of it, but on their terms. Wishes for "flexibility" and "to be taken seriously" were expressed in interviews. Activities such as assemblies can be a massive source of anxiety for some students, but others want to participate in such events. The WLV FP students made floats for this year's homecoming parade, an activity they had not previously partaken in and reported enjoying. Interviews evidenced that it is essential to understand that students feel that they are looked down on and can experience anxiety when participating in activities and navigating relationships at WLV HS. Efforts to welcome, integrate, and support Family Partnership students with the larger WLV HS community are encouraged.

Potential Next Steps:

Principal Pacheco believes that "Realistically, it's going to take all of us to look at what's working and what's not. We also need to meet with our district leadership to see what we can do and what it will take to help our students feel included. I want to make sure that whatever it is, we're moving forward, it's a work in progress. It's sitting down and figuring out our next steps."

DOMAIN 2: LEADERSHIP

To what degree does school leadership establish, communicate, support, and monitor schoolwide priorities?

Promising Practices:

The leadership team at WLV FP has shifted its focus to academics and accountability. Interviews evidenced that the role of leadership is to support students so that they are prepared for careers and college. The administration is working to continue shifting the school's mindset so the culture is about learning. When students are held accountable, they know that the adults care. Leadership wants students to know "what their grades are and what is impacting those grades. What is promoting their success, and what is impeding their success." Students appear to be appreciative of this renewed focus. A student remarked to the leadership, "Thank you for caring this year."

Along with raising the expectations for students, the leadership team is thinking about the actions of the adults in the building and how those actions can contribute to a culture of support. Interviews evidenced that leadership is focused on developing positive relationships with students and extending the understanding that "everyone has a place here, is welcome here, and has support" and that it is the responsibility of the adults to reach out to extend relationships to students. Interviews evidenced that the focus should not be on students coming to report to various adults but rather that adults actively engage with students in their learning environment to develop positive relationships. The leadership team is promoting a proactive, rather than solely reactive approach: encouraging adults to respond when students are dysregulated or have a need that emerges. The leadership team is modeling what they expect from their staff; they are present in classes and talking with students to build relationships and rapport.

Opportunities for Growth:

Principal Pacheco has not been able to access or complete the NM DASH annual plan or 90-day plan. This access must be advocated for and prioritized at the district level.

Potential Next Steps:

Principal Pacheco needs to conduct the planning phase (components 1-4) of the NM DASH process to develop an in-depth understanding of the root causes of students' performance challenges and implement a 90-day plan. She is currently unable to do so in the NM DASH platform and plans to reach out for support to access it.

While the challenges of running two schools are clear, Principal Pacheco's focus on outcomes and desire to have equitable attention towards both are equally clear. Following the protocols that help leaders of larger schools identify needs and root causes will be equally beneficial for a school like WLVP. The 90-day plan also serves as the backbone for all other instructional decisions. As Principal Pacheco continues to shift the school's focus and advocate for much-needed resources to improve current offerings, the 90-day plan is her map to do so.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

To what degree is the school's instructional infrastructure in place, understood, and utilized by school leaders and teachers?

Promising Practices:

Teachers engage in consistent progress monitoring with students. Although teachers do not have collaboration time, they provide students with multiple resources, ongoing feedback, and instructional support. The teachers produce their progress monitoring documents to communicate with students, their families, and the administration regarding students' progress daily, weekly, and bi-weekly. Teachers leverage Google Classroom to provide students with

additional practice to master concepts. They also use Google Docs to work with students to improve their writing. They will work with them one-on-one to support their understanding, reteach concepts differently, and provide students with varied opportunities to demonstrate their knowledge.

The leadership team enacted a schoolwide initiative to have students engage in note-taking to support participation in learning and achievement. Most students were observed to be taking notes while working in class. Some used the Edgenuity guided notes, while others took notes in their notebooks. There was evidence of strategies used in students' note-taking, including color-coding and identifying main ideas. Students are proud of their notes and asked that their teacher show observers their notes after the student focus group.

Opportunities for Growth:

Principal Pacheco has identified the need to coach teachers in adapting the Edgenuity program to support more WLW FP students. Modifications and accommodations on IEPs need to be provided to students. Multiple interviews surfaced a structural confusion that is taking place. Some believe that because the students work through the Edgenuity curriculum independently and at their own pace, it inherently provides modification, accommodation, and differentiation. While the software guides students through appropriate coursework, teachers must be able to actively modify, differentiate, and support the curriculum.

Also, while Edgenuity provides a convenient platform for student course completion, it should not be the only tool for accomplishing this goal. Multiple interviews evidenced a focus on completing Edgenuity classes as the core of goal-setting and reflection communication at WLW FP. Concerns were expressed about students receiving a strong message of the need to "get through it, to graduate, to get a diploma."

A separate concern also surfaced: "The classes are helping educate our way to college or career, but they are not showing what they [college and career] are like and how to be prepared for them." Edgenuity, in conjunction with the electives offered through WLW HS, appears to be fulfilling some students' needs. As a next step, Principal Pacheco and her staff might examine which other curricular supplements and instructional practices would help students more closely approximate and prepare for life after high school.

Potential Next Steps:

Principal Pacheco plans to follow up with the district personnel who oversee Edgenuity. Specifically, she wants to empower teachers to modify the curriculum to give students the support they need. It appears there might be an opportunity to educate her staff on special education law and model how to build accommodations into their Edgenuity ecosystem.

The note-taking initiative has been successfully implemented and provides an active component to students' online coursework that prepares them for college and careers. Once Principal Pacheco has formalized the 90-day plan, additional school-wide initiatives can be communicated, tracked, and adjusted according to their impact on student learning goals.

DOMAIN 4: TALENT MANAGEMENT

To what degree does the school ensure effective teachers are hired, retained, developed, and leveraged to improve student outcomes?

Promising Practices:

The Partnership has a teaching staff that deeply cares about their students and provides them with the support they need to graduate. Multiple interviews expressed a strong appreciation for the students' teachers. It was evident that the teachers and smaller environment are what students most like about the school. Interviews described strong bonds between students and their teachers, and the students feel their teachers care about them and their success.

District personnel are available to support and partner with the school's leadership to support the school; multiple interviews evidenced feeling supported by the district. Resources are shared between WLV HS and WLV FP. Interviews evidenced various methods of ongoing resource sharing between the schools. The administrators and some support staff, such as counselors, are shared between the two schools.

Opportunities for Growth:

There is an opportunity and an expressed need to incorporate a collaboration for the school's teaching staff. Multiple interviews evidenced that teachers are working diligently to respond to their students' individual needs and would be supported by having dedicated time to collaborate and being able to modify, accommodate, and differentiate the Edgenuity curriculum to align to the NM Core Standards more clearly, especially the priority standards, as well as to respond to their students' learning needs.

Potential Next Steps:

Principal Pacheco plans to talk with district personnel to see if funding is available to support teacher collaboration time. She plans to seek authorization to create a common elective for students to provide teachers with collaboration time. This change could happen by next semester and certainly occur by next year.

In a school the size of WLV FP, the teachers share responding to students' needs; by allowing teachers to collaborate to support these students, Principal Pacheco would streamline efforts to get them to graduate on time. Teachers working together towards a common goal are less likely

to burn out. When given protected time during their workday to collaborate, administration signals that this is a schoolwide priority. Principal Pacheco appears to be thinking of innovative ways to support her staff.

Principal Pacheco sees the need to build teachers' confidence and skills to support them in making decisions based on students' learning needs. She also plans to help her teachers by visiting an online school where these strategies are used. Collaboration within and between schools often speeds the pace of innovation.