

School Support and Readiness Assessment Monitoring Visit Summary Report

School: West Las Vegas Family Partnership HS	LEA: West Las Vegas School District
School Leader: Carla Pacheco	LEA Leader: Christopher Gutierrez
SSRA Team Leader: Elizabeth von Toll, PhD	Date: May 21, 2024

School Successes and Celebrations

The leaders at West Las Vegas Family Partnership (WLV FP) continue their proactive work to foster a sense of belonging for their students. The school has a caring and responsive environment that allows all students to feel and be successful. The school's motto is "Be you, be true, be here, belong."

Efforts to welcome, integrate, and support Family Partnership students with the larger WLV High School community have been encouraged. Intentional use of inclusive language is used when addressing the community, providing students with opportunities to grow socially. More students participated in the senior prom and banquet, helping to create a bond between the Family Partnership campus and the HS, making students feel more comfortable interacting with other students and teachers.

The school administration strives to build more collaboration and a united community around the shared vision and goal of improved graduation rates. To this end, WLV FP was involved in more meetings and social events. This year, WLV FP graduated 10 of 14 seniors, an increase of three graduates from last year.

Progress Toward Next Steps Identified in SSRA Summary

SSRA Summary Next Step #1: Build a sense of cohesiveness.

Progress has been made in addressing this next step related to community building. The WLV Family Partnership is not only an online school. Students are required to attend five days per week on campus so that teachers can provide core class instruction, small group intervention, one-to-one tutoring and assistance with assignments, and basic skills tutoring and build a sense of community in the learning environment.

SSRA Summary Next Step #2: Develop a 90 Day Plan.

Efforts to establish clear priorities and the initial development of a 90 day plan yielded promising developments. However, challenges such as grievances for staff meeting times hindered the completion of the NM DASH Annual Plan or 90 Day Plan. The leadership team attended the School Improvement and Transformational professional learning sessions, which initiated discussions around the root causes of barriers to student learning and graduation. Mental health and truancy concerns were major areas found to be the root causes of the problem on campus. Designing a 90 Day Plan to center the schools' improvement endeavors for

next school year remains a priority.

SSRA Summary Next Step #3: Build teacher capacity with the student learning platform.

Progress in expanding teacher knowledge to actively modify, differentiate, and support the online learning program advanced with training a new counselor. The counselor works with the case managers to ensure they use the Universal Design for Learning tools: C Writer and Snap & Read. Developing expertise among all staff continues to be a work in progress. 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.

Although teachers do not have dedicated collaboration time that might be used to inform their practice around the Edgenuity platform, they continue to provide students with multiple resources, ongoing feedback, and instructional support. Teachers engage in consistent progress monitoring with students and produce progress monitoring documents to communicate with students, their families, and the administration regarding students' progress daily, weekly, and bi-weekly.

SSRA Summary Next Step #4: Structure teacher collaborative time.

Progress in structuring collaborative teacher time was limited due to grievances requiring resolution at the district level. To combat this setback, Principal Pacheco made themselves available to support teachers voluntarily during their planning time and after school. Leadership received feedback on teacher needs at this time. Approximately 10% of the staff took advantage of this opportunity.

School Leader's Next Steps

To prepare for the 2024-2025 academic year, the West Las Vegas Family Partnership school leader strategically focuses on a few high-leverage next steps. Principal Pacheco aims to solidify the 90 Day Plan to serve as the backbone for all other instructional decisions that capture the vision and direction of the campus. This includes expanding on preliminary conversations that followed participation in the School Improvement & Transformation session. The leader will use the momentum built at the training to catapult her leadership team into preparations for the next school year.

Additionally, Principal Pacheco recognizes the importance of strongly emphasizing collaborative teacher time to build teacher capacity and support data analysis. Taking advantage of the dedicated time carved out through district negotiations will ensure movement forward in this initiative.

Beyond the district-required collaborative time, the school plans to create additional space by offering students an elective or providing social-emotional support from the school counselor. This would allow teachers to come together to modify, accommodate, and differentiate the Edgenuity program, as well as to analyze student progress and to respond to their students'

learning needs.

Finally, Principal Pacheco is committed to establishing systems to address truancy. Incentivizing attendance and being on time for class was an effective school initiative implemented during the second semester. The student body viewed it as a successful measure when roughly 20 passes for off-campus lunches were issued to incentivize attendance. Leadership also discovered that outreach through home visits and on-campus meetings was much more effective than phone or email correspondence. They plan to continue these practices in the upcoming school year.