

School Improvement and Transformation Monitoring Visit Summary Beginning of Year (SITM-BOY)

School: West Las Vegas Family Partnership	LEA: West Las Vegas Public Schools
School Leader: Carla Pacheco, Principal	LEA Leader: Christopher Gutierrez
SITM Team Leader: Eileen Reed	Date: October 4, 2024
School Description	
<p>West Las Vegas Family Partnership (WLVFP) High School provides a flexible learning environment for students wanting to secure online graduation credits and those seeking credit recovery. The online Flex Point program is new to WLV Family Partnership. The school has switched over from Edgenuity for the 2024/25 school year. The program empowers students to take charge of their education. Students receive engagement support and small group support to assist them in reaching their education goals while earning credits toward graduation.</p> <p>At this time, no English Language Learner students have been identified. The majority of the students are Hispanic and are on credit recovery. Students range from grades 9-12, and the current enrollment is 32 students. Principal Pacheco is the principal of both WLV Family Partnership and the adjacent West Las Vegas High School. Students can access electives at the high school, and there are new efforts to build a sense of community among the teachers at both schools, creating opportunities for cross-school collaboration. There are two full-time teachers (one does 9-10, and the other does 11-12).</p> <p>The principal is working to shift the culture and reputation from being a school for “troubled” students to one focused on serving students who want a different, more personalized learning environment that supports students needing credit recovery. The principal reports that the culture has shifted so that students feel more of a sense of belonging to the whole community and are more engaged and taking ownership of their education at WLV FP. For example, Principal Pacheco shared that students are now attending events at the WLV High School, such as homecoming.</p>	
School Successes and Celebrations	
<p>The principal and her leadership team shared many celebrations and school successes:</p> <ul style="list-style-type: none"> • The school secured a Stay in School Project Grant, in which three students participated. The grant targeted students who had wanted to drop out of high school before the project. In addition to academics, these students are placed in a paying job setting. These students are taking core classes at the high school. Attendance, behavior, and academics are 	

addressed in the grant. One plans to enter the Marines and has followed the necessary steps, working with a recruiter, and one intends to graduate early.

- To address truancy, which is one of the root causes identified in the school's DASH plan, the school started a campaign called "Strive for Less than 5 for 24-25" (less than five absences for the school year); they will do quarterly celebrations for students who meet that goal. The school is engaging in early efforts toward preventing truancy, such as family conferences, early letters, and meetings with the truancy officer to develop support plans for students and families. To date, the school is seeing a reduction from 20 chronically absent at this time last year to five.
- To better monitor students' progress towards graduation, the counselor conducts academic conferences with all students to review where they are with completed credits, credits in progress, their status on those, and what they need.
- To better support student engagement, also identified as a focus in the school's 90-day plan, leadership chose to shift the online learning platform for Edgenuity to Flex Point. The instructional model for FlexPoint includes more opportunities for teacher-led instruction and has supports that address needs identified by the leadership and faculty, such as hand-written work and small group instruction components (in a 90-day plan). While staff are still challenged to learn and use the program's various components, students are now doing peer-to-peer support of each other, and teachers are working to fill gaps within the small group instruction. Principal Pacheco noted they plan to add a Math tutorial class next semester or next school year.
- In an effort to offer dual credit opportunities for their students, the WLVFP has established partnerships with NM Highlands University (NMHU) and Luna Community College. The instructors offer classes at the WLVFP campus. Currently, one student is taking classes from NMHU, this is a first for the school.
- To better address the mental health issues faced by WLVFP students, the principal realigned the purpose and focus of the school's wellness team. She also separated out the truancy team so that each team could have a stronger focus on either truancy or student mental health. WLVFP is building community partnerships to more rapidly get students into mental health support services.
- A point of pride for WLVFP is the fact that they graduated 79% of their senior class during the school year of 2023-24.

NM DASH Development and Implementation

The school's 90-Day Plan addresses graduation, academics, and attendance.

Principal Pacheco and her leadership team reviewed the school's challenges, reviewed data, and listened to the teachers' insights about their students to identify the factors they believed were contributing to student truancy and its detrimental effects on graduation rates. They identified a lack of engagement with the existing online curriculum (Edgenuity) and the underlying mental health problems faced by their students as the primary contributing factors to the high truancy and low graduation rates.

Vistas reported attendance rate for 2022/23 is 35.7%

The SITM team reviewed the 90-day plan during the site visit. As a result of the conversations, some changes were made to the language of the Desired Outcomes and Performance Challenges for graduation and Science that will be reflected in later iterations of the plan during the check-ins and reviews. In addition, the team collaborated with the principal to develop progress indicators to be reviewed during the MOY visit. In some cases, this will require the principal and her team to establish baseline measures.

Graduation

Performance Challenge – The four-year graduation rate is 21.0%

Desired Outcome – 100% of teachers are collaborating, with the leadership, at least once a month and more frequently as needed to establish strategies for increasing attendance and engagement. Teachers and counselor are monitoring student progress at least monthly toward course completion.

Summative Goal:

Increase graduation rate within a four year plan to reach 60% by 2027-2028 school year.

Benchmark Goal Statement:

Our benchmark goal is to increase our graduation rate within a four year period to reach 60% by 2027-2028 school year.

Progress Indicators:

- Number of seniors enrolled/number on track for graduation diploma
- 100% of teachers participate in monthly collaboration meetings
- Attendance rate will increase, or chronic absenteeism will decrease

ELA

Performance Challenge – There is a lack of teachers understanding students' ability levels and grade level standards to support students' ELA literacy achievement.

Desired Outcome ELA – Teachers will have a routine established to support student ELA literacy achievement by providing small group interventions 2X/ week for a total of 60 minutes

Summative Goal:

There will be a 10% proficiency increase in ELA as measured by the 24-25 SAT

Benchmark Goal Statement:

100% of students will score 75% or higher on mid-term assessments

Progress Indicators:

Student progress on FlexPoint and assignment grades

- 100% of students have successfully reached at least 50% course completion for ELA courses.

Math

Performance Challenge – There is a lack of teachers identifying skill sets/gaps and providing scaffolding and interventions, so they are able to access grade level mathematical standards.

Desired Outcome Math – 100% of teachers will monitor student progress, identify where students need support, and implement math interventions.

Summative Goal:

There will be a 10% proficiency increase in Math as measured by the 24-25 SAT

Benchmark Goal Statement:

100% of students will score 75% or higher on mid-term assessments

Progress Indicators -

An increase in students' understanding concepts, completing courses without frustration and an increase in SAT scores.

- 100% of students have successfully reached at least 50% course completion for Math courses.

Science

Performance Challenge – Teachers lack the knowledge and skills to identify the gaps in science.

Desired Outcome – Teachers will participate in PLCs structured according to set dates and utilize the PLC template to guide instructional practices and interventions for students taking courses online.

Summative Goal:

There will be a 10% proficiency increase in Science proficiency as measured by the 24-25 NMASR

Benchmark Goal Statement:

100% of students will score 75% or higher on mid-term assessments

Progress Indicators:

- Results from NMASR will indicate that students who were on the cusp of Nearing Proficiency (NP) will move from Novice to NP or Proficient.
- 100% of students have successfully reached at least 50% course completion for Science courses.

English Language Learner Progress - There are no English Language Learners enrolled at this time.

School Progress

School leadership noted a number of problems tracking and reporting historical data. Given the small number of students enrolled, public information is masked. The school leadership team identified the need to better track these data as one of their next steps.

Graduation Rates

4-Year Graduation Rate

Cohort 2021 –
Cohort 2022 – 22.0% (as reported on Vistas)
Cohort 2023 – Unknown at time of site visit,

5-Year Graduation Rate

No data available

6-Year Graduation rate

No data available

SAT:

English Language Arts (ELA) score of 480 and above
2023-24 – 0%

Math score of 530 and above
2023-24 – 0%

NM ASR:

Science score of Nearing Proficient or Proficient
2023-24 11.1%

Attendance Rate:

2022-23 – 35.7%
2023-24 – Unknown at time of site visit
2024-25 – To date, the school is seeing a reduction from 20 chronically absent students at this time last year to five.

Actions to Reach Graduation Goals:

1. 100% of teachers will complete a vector training on Mental Health Reporting
2. 100% of teachers will complete a mental health survey to gain insight from students about their mental health.
3. 100% of teachers will showcase a class project on mental health awareness to be showcased for parent open house and at middle school
4. Realignment of wellness team and truancy team to support student needs
5. Wellness and Truancy Teams meet weekly to support student needs
6. Provide professional development to support teacher understanding of standards and the new FlexPoint platform for online instruction
7. Engage in non-evaluative walkthroughs to coach and support teachers

8. Adjust the master schedule to provide teachers with a monthly PLC collaboration meeting
9. Provide teachers with PD on the use of the PLC template to identify and discuss the focus of the lesson, desired outcome of lesson, identified gaps from the lesson, and create the action plan for interventions. Template will be forwarded to the administrator.