



Legacy Traditional Schools

North Valley

2021-2022 School Performance Plan: A Roadmap to Success

Legacy Traditional School North Valley has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Candida Wadsworth for more information.

Principal: Candida Wadsworth

School Website:

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Phone: 702-342-0880

School Designations: Title I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	1362	.14%	3.15%	42.5%	22.5%	17.6%	1.9%	12.04%	6.86%	8.32%	54.55%
District	309,456	.82%	5.51%	47.29%	15.19%	22.27%	1.64%	7.21%	%	%	%
State	481,345	.34%	6.06%	43.44%	11.76%	29.97%	1.48%	7.03%	%	%	%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	Elem.	36.6			41.2			20.3		
	M.S.	32.2			45.9			45.7		
	District	36.1			47.4					
2019	Elem.	43.3			42.3			15.8		
	M.S.	48.6			30			30.3		
	District	36.6			48.3					
2020	Elem.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	M.S.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	District	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School			
District			

School Climate Data				
		Cultural & Linguistic Competence	Relationships	Emotional Safety
School	Elem	355	338	323
	Middle	350	334	322
District	Elem	370	355	344
	Middle	370	355	344

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Candida Wadsworth	Principal(s) <i>(required)</i>
Jirbi Abdullah Samanth Brady	Other School Leader(s)/Administrator(s) <i>(required)</i>
Erica Maisel Sharla Drew Amekia Edwards Meghann Tsou Lamon Colquitt Katlin Pieri Brittany Skees Katie Humpherys Yvette Eide Kylene Pizarro	Teacher(s) <i>(required)</i>



Latoya Mills Kimberly Beers Sandra Kanston Teresa Steffen Shaun Taylor	
Kim VanAken Tonya Lindeberg	Paraprofessional(s) <i>(required)</i>
Dawn Marsch Taryn Ma'afala-Maiava Quinette Swank	Parent(s) <i>(required)</i>

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Back to School Night	08/04/2021 5:00-7:00pm	800	
Title 1 Curriculum Nights	9/28/2021 and 09/30/2021 5:00-7:00pm		
<i>*Add rows as needed</i>			



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	SBAC, NWEA Map Data	SEL student Survey	Classroom Observations Curriculum and NV state grade level standards utilized in lesson plans
Problem Statement	<i>Reading: Students are not making adequate yearly growth in reading.</i> <i>Math: Students are historically below grade level in math.</i> <i>SEL: Students are apprehensive to be at school due to the pandemic.</i>		
Critical Root Causes	Reading: Lack of foundational skills, curriculum not aligned with Nevada State Standards Math: Curriculum not aligned with Nevada State Standards SEL: COVID-19, lack of SEL integration into curriculum and resources to support students		

Part B

Student Success	
<p>School Goal: K-8th grade students will exhibit an increase of 10% proficiency in Math and 5% proficiency in reading as measured by Fall-Spring NWEA benchmark test; and 5th-8th grade students will report a 10% increase of feeling safe at school as measured by the student SEL surveys</p>	<p>Aligned to Nevada's STIP Goal: Goals 3 and 6</p>
<p>Improvement Strategy: Standards Based Instruction in ELA and Math, Utilization of High Leverage Practices in instruction, identified approaching students for intervention strategies including Saturday School, Tutoring, online Learning Farm Practice and in-class daily interventions.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Level 1 - Strong -based on Hatties' Ranking List of Influences, Teach Like a Champion, and Get Better Faster</p>	



<p>Intended Outcomes: Students identified will receive extra support through daily interventions, 3 hours of Saturday School, and/or extra hour of tutoring each week. All students will receive highly effective instruction in both ELA and Math, therefore increasing proficiency levels in Reading and Math.</p>
<p>Action Steps:</p> <ul style="list-style-type: none">● <i>CTM Meetings that focus on math essential standards</i>● <i>Supplementing curriculum to align to the Nevada State Standards</i>● <i>Implementation of Restorative Justice school-wide</i>● <i>Weekly SEL lessons for students</i>● <i>Teacher professional development</i>● <i>Standard based progress monitoring</i>● <i>Vertical alignment meetings</i>● <i>Before and after school and Saturday School tutoring</i>● <i>Intervention and Enrichment time built into master schedule</i>
<p>Resources Needed:</p> <ul style="list-style-type: none">● <i>Budget for teacher</i>● <i>Recruitment and hiring plan</i>● <i>Differentiated math curriculum materials, pacing guide</i>
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● Teacher recruitment● Planning time● Curriculum● Overcoming deficiencies due to pandemic Hybrid learning
<p>Improvement Strategy: Daily, students are exposed to Social Emotional lessons, strategies, support, and interactions.</p>
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Level 1</i> - CASEL-5 and the Merrell Strong Kids Program</p>
<p>Intended Outcomes: All students will receive Social Emotional support through Flag Ceremony, Merrell Strong Kids Lessons, and Restorative Justice</p>
<p>Action Steps:</p>



- Weekly SEL lessons
- Implementation of Restorative Justice school wide

Resources Needed:

- Time to conduct ongoing professional development

Challenges to Tackle:

- Time to balance academics and SEL lessons
- Teacher retention
- Students with emotional trauma and deficits

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Provided additional EL tutoring and support during and after school

Foster/Homeless: McKinney Vento Program

Free and Reduced Lunch: all students receive free breakfast and lunch, all students have equitable access to intervention, tutoring and tier 2 supports

Migrant: n/a

Racial/Ethnic Minorities: *Track formative data across racial groups to measure if any disparities exist during intervention.*

Students with IEPs: Session tracking monitored by school administration to ensure that all IEP students are being provided with the correct supports as outlined in IEP.



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Classroom observations, staff surveys, CTM data	Attendance from PDs, informal feedback from team leads on the CTM process	Staff surveys
Problem Statement	Limited funding, options for different grade levels and content areas, timing to achieve collaboration, autonomy as a campus.		
Critical Root Causes	Staff turnover, lack of Title 1 status, hasty rollouts of new programs and procedures.		

Part B

Adult Learning Culture	
<p>School Goal: Teachers will participate in weekly collaborative team meetings to discuss and monitor student mastery of essential standards; teachers will participate in a minimum of five professional developments a year with at least one of those professional developments having a social emotional learning focus.</p>	<p>STIP Connection: Goal 2, Goal 6</p>
<p>Improvement Strategy: All teachers will participate in weekly CTM meetings to discuss Nevada essential standards, this process will be monitored by administration weekly.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Level 1- Learning by Doing, by DuFour</i></p>	
<p>Intended Outcomes: All students will have the opportunity to demonstrate proficiency with highly qualified teachers that have a firm understanding of the essential standards for their grade level or content area.</p>	



<p>Action Steps:</p> <ul style="list-style-type: none">● <i>More professional development opportunities</i>● <i>Adjusted master schedule to allow for common planning and team meetings</i>● <i>Emphasis on SEL schoolwide</i>● <i>Working on improving salaries to improve staff turnover</i>● <i>Stakeholder collaboration</i>● <i>Leadership opportunity for teachers</i>● <i>Promoting from within to build longevity</i>
<p>Resources Needed:</p> <ul style="list-style-type: none">● Time for professional development● Time allotted for common planning so teams can meet regularly● Funding for team leads to attend the PLC conference
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● Staff Retention● Staff buy-in
<p>Improvement Strategy: All teachers will be provided with opportunities to attend professional development on and off site throughout the year.</p>
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>1-Strong: Better conversations by Jim Knight; LEarning by Doing, by DeFlour; Teach like a Champion 2.0, by Lemov</i></p>
<p>Intended Outcomes: All Staff will integrate professional development into their daily practice</p>
<p>Action Steps:</p> <ul style="list-style-type: none">● Create a PD calendar for the year● Ask for teacher feedback on PD topics● Admin to assign teachers to specific PD's based on observations● Offering out of state PD's to established teachers
<p>Resources Needed:</p> <ul style="list-style-type: none">● Funding● Substitutes● Dedicated Instructional Coach to create and provided PD's to staff



<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> • Time for planning and preparation of PD's • Lack of substitutes
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>
<p>English Learners: All students will benefit from teachers who integrate lessons from professional development into their daily instruction</p> <p>Foster/Homeless: All students will benefit from teachers who integrate lessons from professional development into their daily instruction</p> <p>Free and Reduced Lunch: All students will benefit from teachers who integrate lessons from professional development into their daily instruction</p> <p>Migrant: n/a</p> <p>Racial/Ethnic Minorities: All students will benefit from teachers who integrate lessons from professional development into their daily instruction</p> <p>Students with IEPs: All students will benefit from teachers who integrate lessons from professional development into their daily instruction</p>

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Student surveys	Staff surveys and feedback	Family Surveys Attendance of family events data
Problem Statement	There is a lack of community involvement.		
Critical Root Causes	Lack of events, lack of participation/interest from stakeholders, lack of communication, limited variety of times for events		



Part B

Connectedness	
School Goal: School will implement a parent volunteer organization that will host monthly events to bring all stakeholders together, with a focus on cultural diversity and assisting families with life events and transitions.	STIP Connection: Goal 6
Improvement Strategy: School will schedule various family events at different time and days to accommodate all possible schedules	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Strong 1 - Building School-Community Partnerships, Mavis Sanders</i>	
Intended Outcomes: Increase in attendance at school wide events	
Action Steps: <ul style="list-style-type: none"> ● <i>Created a PVO</i> ● <i>Hosting monthly events at varying times</i> ● <i>Improved and timely communication of events</i> ● <i>Incorporating more cultural diversity into events</i> ● <i>Add a guidance counselor to staff to assist with life events and transitions.</i> ● <i>Improved trust between staff and families</i> 	
Resources Needed: <ul style="list-style-type: none"> ● Funding ● Volunteers for Parent volunteer organization 	
Challenges to Tackle: <ul style="list-style-type: none"> ● Attendance of families ● 	
Equity Supports. What, specifically, will we do to support the following student groups around this goal?	
English Learners: All students and families will benefit from participation and support of school wide events	
Foster/Homeless: All students and families will benefit from participation and support of school wide events	



Free and Reduced Lunch: All students and families will benefit from participation and support of school wide events

Migrant: n/a

Racial/Ethnic Minorities: All students and families will benefit from participation and support of school wide events

Students with IEPs: All students and families will benefit from participation and support of school wide events

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Title I	270,240.00	<ul style="list-style-type: none"> • Mckinney Vento Students • Additional positions and Aides to support students 	Goal 1
Title II	94,186.93	<ul style="list-style-type: none"> • Saturday School funding • Progress monitoring (Alms Web training) • PD registrations and travel 	Goal 1 and Goal 2
IDEA B	118,355.10	<ul style="list-style-type: none"> • SPED Paras • CPI training to support SPED population 	Goal 1 and Goal 2
ESSER II	345,517.26	<ul style="list-style-type: none"> • Summer school teacher stipends • Before and after tutoring stipends • Benchmark testing (NWEA) • Truancy program 	Goal 1 and Goal 2



		<ul style="list-style-type: none">• Chromebook carts	
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