

State Public Charter School Authority
Legacy Traditional School North Valley Elementary School
2023-2024 School Improvement Plan

Classification: 2 Star School

Distinction Designations:

Title I

Mission Statement

Legacy Traditional Schools' mission is to provide all students with the opportunity, leadership, guidance, and support to achieve academic excellence in a safe, neo-traditional learning environment, with instruction from caring, knowledgeable, and highly effective educators and in cooperation with supportive, involved families.

Vision

Legacy Traditional Schools' vision is to positively impact the education of every student.

Value Statement

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (Add a link to the school's School Rating Report.)

http://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/legacy_traditional_school_north_valley/2023

Table of Contents

Comprehensive Needs Assessment	4
Student Success	4
Adult Learning Culture	5
Connectedness	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Inquiry Areas	10
Inquiry Area 1: Student Success	10
Inquiry Area 2: Adult Learning Culture	12
Inquiry Area 3: Connectedness	13
Campus Instructional Leadership Team	14
Persistence Committee	15
School Funding Summary	16

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Despite the learning loss during the pandemic, North Valley's elementary star rating stayed at two stars.

North Valley increased the number of students who improved in growth based on the 23 Spring MAP data. For ELA, 45.4 percent of K-5 students met their growth targets, and in math, 39.8 met their growth targets. For the 23-24 school year, 70 percent of students will meet or exceed their growth target as measured by the Spring MAP assessment.

Student Success Areas of Growth

Despite the area of strength, the NSPF data for the elementary school revealed that the campus is still at a two-star status, and the goal was to achieve three stars. In the 22-23 school year, 34 index points were earned, down from 34.5 in the 21-22 school year. For the 23-24 school year, North Valley ES will achieve 50 or more points as measured by the NSPF.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Legacy Traditional School North Valley still faces challenges in achieving a 3-star rating or higher at its elementary school campus. The 22-23 star rating remained at two stars with little movement to the overall index points. For the 23-24 school year, index points of 50 or more points will be achieved for three or more stars as rated by the Nevada School Performance Framework. **Critical Root Cause:** Teacher vacancies persist throughout the school year, with a significant percentage of nonlicensed teachers in all grade levels.

Adult Learning Culture

Adult Learning Culture Areas of Strength

School leaders provide teachers with the opportunity to participate in weekly PLC and RTI meetings. The administration will attend 100 percent of PLC and RTI meetings as measured by the PLC administration tracker and lead teacher accountability tracker.

Adult Learning Culture Areas of Growth

Increase teacher motivation and understanding of the PLC and RTI process as measured by PLC essential cycle data and PLC and RTI accountability tracker.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): The PLC and RTI process is often seen as a component to comply with rather than a research-based school improvement strategy to integrate into their instructional approach. The administration will attend 100 percent of PLC and RTI meetings as measured by the PLC administration tracker and lead teacher accountability tracker. **Critical Root Cause:** Teacher time management to prepare for PLC and RTI.

Connectedness

Connectedness Areas of Strength

Families have reported they are pleased to have an alternative to the local school district.

Connectedness Areas of Growth

Students, teachers, and families have expressed dissatisfaction with school communication between the school and families and between teachers and families.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Although parents are choosing to send their students to our school, historically, there has been dissatisfaction with the school's performance, daily operations, and functions. We will increase our NPS rating from the parent survey data from Spring 23 to Spring 24 to above 10 **Critical Root Cause:** High teacher turnover rate

Priority Problem Statements

Problem Statement 1: Legacy Traditional School North Valley still faces challenges in achieving a 3-star rating or higher at its elementary school campus. The 22-23 star rating remained at two stars with little movement to the overall index points. For the 23-24 school year, index points of 50 or more points will be achieved for three or more stars as rated by the Nevada School Performance Framework.

Critical Root Cause 1: Teacher vacancies persist throughout the school year, with a significant percentage of nonlicensed teachers in all grade levels.

Problem Statement 1 Areas: Student Success

Problem Statement 2: The PLC and RTI process is often seen as a component to comply with rather than a research-based school improvement strategy to integrate into their instructional approach. The administration will attend 100 percent of PLC and RTI meetings as measured by the PLC administration tracker and lead teacher accountability tracker.

Critical Root Cause 2: Teacher time management to prepare for PLC and RTI.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Although parents are choosing to send their students to our school, historically, there has been dissatisfaction with the school's performance, daily operations, and functions. We will increase our NPS rating from the parent survey data from Spring 23 to Spring 24 to above 10

Critical Root Cause 3: High teacher turnover rate

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- College and career readiness goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data

Student Data: Assessments

- English Language Proficiency Assessment System results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Section 504 data
- Homeless data
- Foster
- Gifted and talented data
- Dyslexia data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
 - Social Emotional Learning
 - Discipline records
 - Violence and/or violence prevention records
 - Student surveys and/or other feedback
 - Class size averages by grade and subject
 - Enrollment trends
 - School safety data
- Employee Data**
- Staff surveys and/or other feedback
 - Professional learning communities (PLC) data
 - Teacher/Student Ratio
 - State certified and high quality staff data
 - School leadership data
 - School department and/or faculty meeting discussions and data
 - Professional development needs assessment data
 - Evaluation(s) of professional development implementation and impact
 - Equity data
 - Teacher retention
 - Teacher evaluation
 - Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data




- Organizational structure data
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity building resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Inquiry Areas

Inquiry Area 1: Student Success

School Goal 1: The North Valley campus will improve the school's NSPF index score from 34 to a minimum of 50, as measured by the Spring 2024 SBAC assessment results.

Evaluation Data Sources: Fall, Winter, and Spring MAP benchmark data, Fall, Winter, and Spring benchmark AIMSweb data, PLC Essential standard data, RTI progress monitoring data

Improvement Strategy 1 Details		Formative Reviews	
		Feb	May
<p>Improvement Strategy 1: Standards-based instruction in ELA and Math, Utilization of High Leverage Practices in instruction, identified approaching students for intervention strategies, including Saturday School, Tutoring, identify emerging and approaching students to work in small groups with reading and math interventionists. Weekly Collaborative Team Meetings (PLC) and Multi-Level Tiered Support System (RTI) grade-level meetings are facilitated by the lead teacher and administration. Provide professional development on research-based instructional practices to support EL students. Enforce and monitor EL tutoring for all identified students. Ensure all attendance is coded correctly within Infinite Campus. Students with chronic absenteeism are identified and supported to improve attendance.</p> <p>Action Step's Expected Result/Impact: Action Steps; Administer the Fall, Winter, and Spring Map Test Administer the Fall, Winter, and Spring AIMSWeb benchmark assessments Identify all approaching students in both ELA and Math Share the data with teachers in a Professional Development Invite students to all applicable intervention opportunities Professional Development on Identifying Standards, Unwrapping Standards, and creating common assessments Professional Development on High Leverage Practices, engagement strategies, and best practices for EL students Monthly monitoring of attendance to ensure that coding is done correctly and students at risk are identified and provided support Determine what financial resources are available.</p> <p>Expected Result/Impact; As measured by the Spring MAP assessment, 70% or more of currently enrolled students in Kindergarten through 8th grade will meet or exceed their student growth target in both ELA and Math.</p> <p>Position Responsible: Administration, Instructional Leadership Team, Persistence Committee</p> <p>Identify All That Apply: FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> <p>Resources and Funding Needed: Staffing - Title I, Pt. A, Professional Development - Title II, Pt. A, Tutoring - ARP ESSER (Includes Final One Third)</p>			May May
<p align="center"> 0% No Progress 100% Accomplished Continue/Modify Discontinue </p>			

School Goal 1 Problem Statements:




Student Success

Problem Statement 1: Legacy Traditional School North Valley still faces challenges in achieving a 3-star rating or higher at its elementary school campus. The 22-23 star rating remained at two stars with little movement to the overall index points. For the 23-24 school year, index points of 50 or more points will be achieved for three or more stars as rated by the Nevada School Performance Framework. **Critical Root Cause:** Teacher vacancies persist throughout the school year, with a significant percentage of nonlicensed teachers in all grade levels.

Inquiry Area 2: Adult Learning Culture

School Goal 1: All teachers will participate in weekly PLC and RTI meetings to ensure students progress towards and master grade-level NVACS. The administration will attend 100 percent of PLC and RTI meetings as measured by the PLC administration tracker and lead teacher accountability tracker.

Evaluation Data Sources: PLC formative data, Winter and Spring formative MAP Data, Winter and Spring formative Aimsweb data

Improvement Strategy 1 Details		Formative Reviews	
		Feb	May
<p>Improvement Strategy 1: Individualized professional development for each team based on their own unique needs and challenges. The teacher leads, and administrators will analyze the rubric to coach and mentor teams in the best way possible. Celebrate and recognize exemplary teams and utilize their strategies to increase teacher buy-in.</p> <p>Action Step's Expected Result/Impact: Action Step's; Assign each administrator to grade band supervision, tier teacher/grade levels based on specific needs to provide direct support, all stakeholders attend PLC and RTI with fidelity, evaluate/Analyze all PLC and RTI documentation, and provide support through professional development.</p> <p>Expected Result/Impact; Utilize more time and resources for more frequent professional development opportunities. Develop a coaching rubric to evaluate the implementation of PLC and RTI Increase teacher motivation for the PLC and RTI process.</p> <p>Position Responsible: Administration, Instructional Leadership Team</p> <p>Identify All That Apply: FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1 Resources and Funding Needed: Professional Development - Title II, Pt. A, Staffing - ARP ESSER (Includes Final One Third)</p>			
<p>0% No Progress</p>		<p>100% Accomplished</p>	
		<p>Continue/Modify </p>	
		<p>Discontinue </p>	






School Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: The PLC and RTI process is often seen as a component to comply with rather than a research-based school improvement strategy to integrate into their instructional approach. The administration will attend 100 percent of PLC and RTI meetings as measured by the PLC administration tracker and lead teacher accountability tracker.
Critical Root Cause: Teacher time management to prepare for PLC and RTI.

Inquiry Area 3: Connectedness

School Goal 1: We will increase our NPS rating from the parent survey data from Spring 23 to Spring 24 to above 10.

Improvement Strategy 1 Details		Formative Reviews	
		Feb	May
<p>Improvement Strategy 1: As a school community, we will all focus on improving communication among all stakeholders. The administration is working closely with the PVO board and persistence committee to help foster more parental involvement.</p> <p>Action Step's Expected Result/Impact: Action Step's: Employed an entirely new administrative team Approximately 90% of the teaching positions are filled, and we will continue to fill any vacancies actively. The administrative team sends out a weekly email to parents As needed, recorded messages from the principal are sent out to parents Teachers send out weekly emails Daily communications as needed based on student discipline, academic concerns, etc. Parents are encouraged to attend school events, including flag ceremonies, recitation of poems, awards ceremonies, PVO meetings, athletic events, and other events.</p> <p>Expected Result/Impact; We will increase our NPS rating from the parent survey data from Spring 23 to Spring 24 to above 10.</p> <p>Position Responsible: Administration, PVO board, Persistence committee, and School leadership team</p> <p>Identify All That Apply: FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p> <p>Resources and Funding Needed: Professional learning for all staff - Title II, Pt. A</p>			
		 No Progress	 Accomplished
		 Continue/Modify	 Discontinue

School Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Although parents are choosing to send their students to our school, historically, there has been dissatisfaction with the school's performance, daily operations, and functions. We will increase our NPS rating from the parent survey data from Spring 23 to Spring 24 to above 10 **Critical Root Cause:** High teacher turnover rate

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Brian Campbell	Principal
Classroom Teacher	Sandra Cosey	kindergarten teacher
Classroom Teacher	Kylene Pizarro	first grade teacher
Classroom Teacher	Theresa Winslow	second grade teacher
Classroom Teacher	Lori Taylor	third grade teacher
Classroom Teacher	Quantesia Tennyson	fourth grade teacher
Classroom Teacher	Kristy Siggnorelli	fifth grade
Administrator	Julene Ballard	assistant principal
Administrator	Lamont Colquitt	assistant principal

Persistence Committee

Committee Role	Name	Position
Administrator	Julene Ballard	assistant principal
Classroom Teacher	Denise Hawkins	kindergarten teacher
Classroom Teacher	Tami Budo	first grade teacher
Classroom Teacher	Lakeisha Jerry	second grade teacher
Classroom Teacher	Stephanie Penaloza	third grade teacher
Classroom Teacher	Atura Gasper	fifth grade
Classroom Teacher	Allen James	teacher
Classroom Teacher	Cristal Boisseau	teacher
Classroom Teacher	Keith France	keith.france@legacytraditional.org
Parent	Viridiana Rios	Parent
Parent	Melissa Cunningham	Parent
Administrator	Lamont Colquitt	assistant principal
Administrator	Brian Campbell	Principal

School Funding Summary

General Funds						
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount	
				Sub-Total	\$0.00	
Budgeted Fund Source Amount					\$268,085.00	
+/- Difference					\$268,085.00	
AB 495						
				Account Code	Amount	
					\$0.00	
Budgeted Fund Source Amount					\$0.00	
+/- Difference					\$0.00	
IDEA-B						
				Account Code	Amount	
					\$0.00	
Budgeted Fund Source Amount					\$106,752.00	
+/- Difference					\$106,752.00	
Title I, Pt. A						
				Account Code	Amount	
					\$0.00	
Budgeted Fund Source Amount					\$46,125.00	
+/- Difference					\$46,125.00	
Title II, Pt. A						
				Account Code	Amount	
1	1	1	Staffing		\$0.00	
Budgeted Fund Source Amount					\$127,538.00	
+/- Difference					\$127,538.00	
				Account Code	Amount	
1	1	1	Professional Development		\$0.00	
2	1	1	Professional Development		\$0.00	

Title II, Pt. A					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
3	1	1	Professional learning for all staff		\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$54,832.00
				+/- Difference	\$54,832.00
Title III - ELL					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$516.00
				+/- Difference	\$516.00
McKinney-Vento					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00
ARP ESSER (Includes Final One Third)					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutoring		\$0.00
2	1	1	Staffing		\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00
ARP ESSER IDEA-B					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$194,890.00
				+/- Difference	\$194,890.00

