

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

Classification: 3 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

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

North Valley MS earned 10/10 points on the 22/23 SBAC English Language Proficiency category - a gain of 5 points from the 21/22 SBAC results.

Student Success Areas of Growth

North Valley Middle School - 3 Star Rating (same as the previous year) with the goal of 4 stars at or above 70 index points to secure a 4-star overall rating.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Despite the areas of strength, the overall NSPF data for our school did not reach our target goals. Overall, our star rating remained the same at 3-stars with index points of 51.5 (21-22) to 54 (22-23) **Critical Root Cause:** Persistent ineffective Tier 1 instruction in general and special education as noted by classroom observation data, misalignment of student classroom grades compared to common summative assessments, and state testing to include NWEA MAP and SBAC.

Adult Learning Culture

Adult Learning Culture Areas of Strength

School leaders provide teachers with opportunities to participate in weekly PLC and RTI meetings.

Adult Learning Culture Areas of Growth

Teacher knowledge and implementation for the PLC and RTI process remains at the compliance level instead of making the connection between standards, lesson planning, instruction, formative assessment, and intervention. Each team will measure this by completing eight essential standard cycles in Math and one essential standard cycle in ELA by the end of the school year. The administration will attend 100 percent of PLC and RTI meetings as measured by the PLC administration tracker and lead teacher accountability tracker.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Disconnect among teachers between the PLC and RTI process and lesson planning. 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:** Ineffective implementation of PLC and RTI that includes ensuring that lesson planning, instruction, and intervention are aligned with the PLC and RTI process

Connectedness

Connectedness Areas of Strength

Parent survey data increased overall from 21-22 to 22-23 in overall satisfaction to 10.

Connectedness Areas of Growth

We will increase our overall district NPS rating as measured from the parent survey data from 15 points in the Spring of 23 to 25 points in the Spring of '24.

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. Student attendance data supports this claim, as daily attendance is not a priority for students and families. We will increase our NPS rating from the parent survey data from Spring 23 to Spring 24 to above 10 **Critical Root Cause:** Families and the school community are not working together as a unified front to support student success.

Priority Problem Statements

Problem Statement 1: Despite the areas of strength, the overall NSPF data for our school did not reach our target goals. Overall, our star rating remained the same at 3-stars with index points of 51.5 (21-22) to 54 (22-23)

Critical Root Cause 1: Persistent ineffective Tier 1 instruction in general and special education as noted by classroom observation data, misalignment of student classroom grades compared to common summative assessments, and state testing to include NWEA MAP and SBAC.

Problem Statement 1 Areas: Student Success

Problem Statement 2: 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. Student attendance data supports this claim, as daily attendance is not a priority for students and families. We will increase our NPS rating from the parent survey data from Spring 23 to Spring 24 to above 10

Critical Root Cause 2: Families and the school community are not working together as a unified front to support student success.

Problem Statement 2 Areas: Connectedness

Problem Statement 3: Disconnect among teachers between the PLC and RTI process and lesson planning. 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 3: Ineffective implementation of PLC and RTI that includes ensuring that lesson planning, instruction, and intervention are aligned with the PLC and RTI process

Problem Statement 3 Areas: Adult Learning Culture

Inquiry Areas

Inquiry Area 1: Student Success

School Goal 1: The North Valley MS campus will improve the school's NSPF index score as measured by the Spring 2023 SBAC assessment results from a 54 to a minimum of 70 in order to achieve a 4 star status.

Improvement Strategy 1 Details		Formative Reviews	
		May	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 Step's; 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. 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 Resources and Funding Needed: Staffing - Title I, Pt. A, Professional Development - Title II, Pt. A, Tutoring - ARP ESSER (Includes Final One Third)</p>		 <p>45%</p>	

0% No Progress 100% Accomplished ↑ Continue/Modify ✗ Discontinue

School Goal 1 Problem Statements:


Student Success

Problem Statement 1: Despite the areas of strength, the overall NSPF data for our school did not reach our target goals. Overall, our star rating remained the same at 3 -starts with index points of 51.5 (21-22) to 54 (22-23) **Critical Root Cause:** Persistent ineffective Tier 1 instruction in general and special education as noted by classroom observation data, misalignment of student classroom grades compared to common summative assessments, and state testing to include NWEA MAP and SBAC.

Inquiry Area 2: Adult Learning Culture

School Goal 1: Teachers, including special area and SPED instructors, will apply the instructional techniques identified during their weekly PLC and RTI meetings. This aims to enhance Tier 1 and Tier 2 instruction, ensuring that every student progresses towards and attains proficiency in grade-level NVACS standards.

Evaluation Data Sources: SBAC, Fall, Winter, Spring MAP, Aimsweb Fall, Winter, Spring, PLC formative assessments, WIDA






Improvement Strategy 1 Details		Formative Reviews	
		Formative	May
		Feb	May
<p>Improvement Strategy 1: Teachers will receive ongoing professional development and coaching on effective PLC, focusing on aligning instruction with grade-level standards. Teachers will also receive ongoing professional development on intervention strategies for at-risk students through Tier 2 instruction.</p> <p>Action Step's Expected Result/Impact: Action Step's; Analysis of PLC and RTI data from the 22/23 school year</p> <p>Identify areas of strength and areas of concern within the effectiveness of these instructional systems</p> <p>Develop and execute professional development opportunities for building administrators, interventionists, lead teachers, and teachers</p> <p>Utilize the PLC Coaching Rubric for ongoing data collection and support</p> <p>Administration will validate the fidelity of the PLC process utilizing the PLC Accountability tracker system</p> <p>Interventionists will validate the fidelity of the RTI process</p> <p>Data Interventionist and District administration to conduct validation checks on PLC at the end of each PLC cycle and RTI systems every two weeks to include both compliance and quality of work</p> <p>Ensure that the work of the PLC is visible within Tier 1 instruction through classroom observations done by the administration</p> <p>IXL program will be utilized to support standards-based Tier 1 instruction as well as support struggling students who receive intervention</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, interventionists, lead teachers</p> <p>Identify All That Apply: FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p> <p>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
<p>Problem Statement 1: Disconnect among teachers between the PLC and RTI process and lesson planning. 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: Ineffective implementation of PLC and RTI that includes ensuring that lesson planning, instruction, and intervention are aligned with the PLC and RTI process</p>

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. Student attendance data supports this claim, as daily attendance is not a priority for students and families. We will increase our NPS rating from the parent survey data from Spring 23 to Spring 24 to above 10 **Critical Root Cause:** Families and the school community are not working together as a unified front to support student success.

Campus Leadership Team

Committee Role	Name	Position
Administrator	Brian Campbell	Principal
Classroom Teacher	Sandra Cosey	Teacher
Classroom Teacher	Kylene Pizarro	teacher
Classroom Teacher	Theresa Winslow	teacher
Classroom Teacher	Lori Taylor	teacher
Classroom Teacher	Quantesia Tennyson	teacher
Classroom Teacher	Kristy Siggmorelli	teacher
Classroom Teacher	Sharla Drew	teacher
Classroom Teacher	Jasmine Dortch	teacher
Classroom Teacher	Jennifer Hosmer	teacher
Classroom Teacher	Jennifer Patio	teacher
Non-classroom Professional	Brittney Preston	specialist
Non-classroom Professional	Jenna Trotter	Non-classroom professional
Classroom Teacher	Nicole Tyger	specialist
Administrator	Lamont Colquitt	assistant principal
Administrator	Julene Ballard	assistant principal

Persistence Committee

Committee Role	Name	Position
Parent	Viridiana Rios	Parent
Parent	Melissa Cunningham	Parent
School Aide	Rebecca Raz	support staff
Administrator	Brian Campbell	Principal
Administrator	Julene Ballard	assistant principal
Classroom Teacher	Lakeisha Jerry	teacher
Classroom Teacher	Tami Budo	teacher
Classroom Teacher	Keith France	teacher
Classroom Teacher	Cristal Boisseau	teacher
Classroom Teacher	Denise Hawkins	teacher
Classroom Teacher	Atura Glasper	teacher

School Funding Summary

General Funds						
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount	Amount
						\$0.00
			Sub-Total			\$0.00
			Budgeted Fund Source Amount			\$268,085.00
			+/- Difference			\$268,085.00
AB 495						
			Resources Needed			\$0.00
			Sub-Total			\$0.00
			Budgeted Fund Source Amount			\$106,752.00
			+/- Difference			\$106,752.00
IDEA-B						
			Resources Needed			\$0.00
			Sub-Total			\$0.00
			Budgeted Fund Source Amount			\$0.00
			+/- Difference			\$0.00
IDEA-b, Sect 619 EC						
			Resources Needed			\$0.00
			Sub-Total			\$0.00
			Budgeted Fund Source Amount			\$0.00
			+/- Difference			\$0.00
Title I, Pt. A						
			Resources Needed			\$0.00
			Sub-Total			\$0.00
			Budgeted Fund Source Amount			\$47,625.00
			+/- Difference			\$47,625.00
			Resources Needed			\$0.00
			Sub-Total			\$0.00
			Budgeted Fund Source Amount			\$47,625.00
			+/- Difference			\$47,625.00
			Resources Needed			\$0.00
			Sub-Total			\$0.00

Title I, Pt. A					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$127,538.00
+/- Difference					\$127,538.00
Title II, Pt. A					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development		\$0.00
2	1	1	Professional Development		\$0.00
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
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$516.00
McKinney-Vento					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
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

ARP ESSER CTE

Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$504,514.00
+/- Difference					\$504,514.00

BSCA Stronger Connections

Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$108,121.00
+/- Difference					\$108,121.00

Other (Specify source name within the strategy)

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
Grand Total Budgeted					\$1,412,873.00
Grand Total Spent					\$0.00
+/- Difference					\$1,412,873.00