

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



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, neotraditional 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 this [link](#).

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Cadence elementary school star rating stayed consistent at level 2.

Cadence increased the percentage of students from 28% to 57.5% in math and 41% to 49% in ELA for the student growth indicator.

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 2-star status and the goal was to achieve 3-stars.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Cadence Elementary School earned 10% of the points for the NSPF in English Language Proficiency and 33% of the points in Academic Achievement indicators. **Critical Root Cause:** Lack of quality tier 1 instruction.

Adult Learning Culture

Adult Learning Culture Areas of Strength

We have a systematic process for PLC and MTSS

Adult Learning Culture Areas of Growth

Training and supporting all teachers on the systematic process for PLC and MTSS

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers are not fully aligning the PCL process to the expected level of rigor. Only 52% of the PLC cycle was completed with fidelity.

Critical Root Cause: Teachers are not connecting the work of the PLC to their lesson plans.

Connectedness

Connectedness Areas of Strength

- Several teachers have been with the school since the opening and believe in the school
- Many students who attend the school have been here since the opening
- 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 daily operation and functions of the school in the past school year (2022-2023)

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Cadence had the lowest Net Promoter Score (NPS) out of all the Nevada Legacy Schools. Our score is a 3 which rates as a fair score. **Critical**
Root Cause: Family dissatisfaction in the school experience.

Priority Problem Statements

Problem Statement 1: Cadence Elementary School earned 10% of the points for the NSPF in English Language Proficiency and 33% of the points in Academic Achievement indicators.

Critical Root Cause 1: Lack of quality tier 1 instruction.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers are not fully aligning the PCL process to the expected level of rigor. Only 52% of the PLC cycle was completed with fidelity.

Critical Root Cause 2: Teachers are not connecting the work of the PLC to their lesson plans.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Cadence had the lowest Net Promoter Score (NPS) out of all the Nevada Legacy Schools. Our score is a 3 which rates as a fair score.

Critical Root Cause 3: Family dissatisfaction in the school experience.

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

- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews

Accountability Data

- State assessment performance report

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- 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
- Migrant
- At-risk
- EL
- Section 504 data
- Homeless data
- Foster
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- State certified and high quality staff data
- Teacher retention

Parent/Family/Community Data



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

Inquiry Areas

Inquiry Area 1: Student Success

School Goal 1: The Cadence campus will improve the school's NSPF index score from 41.0 to a minimum of 50 as measured by the Spring 2024 SBAC assessment results.

Evaluation Data Sources: Winter MAP Data in both math and ELA
CTM and MTSS data in both math and ELA
Winter AIMS web benchmark data in both math and ELA
Monthly attendance monitoring of chronic absenteeism
Winter WIDA assessment data
Monthly monitoring and tracking of EL tutoring
Quarterly monitoring of progress towards IEP goals
Ensure SBAC participation is over 95%

Improvement Strategy 1 Details	Formative Reviews		
<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, online IXL Practice, and in-class daily interventions. Identified 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 (MTSS) grade-level meetings are facilitated by both 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: 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>Position Responsible: All teachers, staff, and administration will work together collaboratively to ensure that all improvement strategies are implemented.</p> <p>Identify All That Apply: FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> <p>Resources and Funding Needed: Personnel to include instructional coach, reading & math interventionist - Title II, Pt. A, Personnel for Saturday School - ARP ESSER (Includes Final One Third) , AIMS Web for progress monitoring of identified students - AB 495, Purchase of enVisions Math curriculum - ARP ESSER (Includes Final One Third) , Purchase IXL - AB 495</p>	Formative		
	Feb	May	May
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue







School Goal 1 Problem Statements:

Student Success
<p>Problem Statement 1: Cadence Elementary School earned 10% of the points for the NSPF in English Language Proficiency and 33% of the points in Academic Achievement indicators. Critical Root Cause: Lack of quality tier 1 instruction.</p>

Inquiry Area 2: Adult Learning Culture

School Goal 1: All teachers will participate in weekly CTM meetings completing 8 full essential standard cycles with fidelity to ensure all students make progress towards and master grade-level NVACS.

Evaluation Data Sources: Administrative teams to attend all PLC and MTSS meetings to ensure each meeting is effective using the created rubric.
 Teams to consistently update student PLC and MTSS data and review on a weekly/biweekly basis
 Work with interventionists and administration when data reveals student concerns pertaining to academic growth
 Monitor and analyze AIMS Web and MAP benchmark assessments in the winter

Improvement Strategy 1 Details	Formative Reviews		
<p>Improvement Strategy 1: Individualized professional development for each team based on their own unique needs and challenges. Teacher leads and administrators will analyze the coaching rubric to best coach and mentor teams. Celebrate and recognize exemplar teams and utilize their strategies to increase teacher buy-in</p> <p>Action Step's Expected Result/Impact: Assign each administrator to grade band supervision Tier teacher/grade levels based on specific needs to provide direct support All stakeholders attend PLC and MTSS with fidelity Evaluate/Analyze all PLC and MTSS documentation Provide support through professional development</p> <p>Position Responsible: All teachers, staff and administration will work together collaboratively to ensure that all improvement strategies are implemented.</p> <p>Identify All That Apply: FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p> <p>Resources and Funding Needed: Funding for identified stakeholders to attend PLC and RTI conferences - Title II, Pt. A, Personnel to include instructional coach - Title II, Pt. A, Personnel to include instructional coach, reading & math interventionist - Title I, Pt. A, AIMS Web for progress monitoring of identified students - AB 495</p>	Formative		
	Feb	May	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

School Goal 1 Problem Statements:







Adult Learning Culture

Problem Statement 1: Teachers are not fully aligning the PCL process to the expected level of rigor. Only 52% of the PLC cycle was completed with fidelity. **Critical Root Cause:** Teachers are not connecting the work of the PLC to their lesson plans.

Inquiry Area 3: Connectedness

School Goal 1: By May of 2024, the Cadence Campus will increase the NPS survey score in the area of parent satisfaction in the school experience (homework, positive environment, nurturing, friendliness, inclusive environment, communication, educational curriculum, welcoming experience, atmosphere, student safety, helpfulness) from a 3 (fair) to a 20 (good) rating.

Evaluation Data Sources: Update after the release of Net Promoter Score Survey results. Parent-Teacher Conferences.

Improvement Strategy 1 Details	Formative Reviews		
<p>Improvement Strategy 1: Together as a school community we are all going to focus on improving communication among all stakeholders. Administration is working closely with the PVO board to help foster more parental involvement.</p> <p>Action Step's Expected Result/Impact: Employed an entirely new administrative team Approximately 90% of the teaching positions are filled and will continue to actively fill any and all vacancies. 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 to include: flag ceremony, reciting of poems, awards ceremonies, PVO meeting, athletic events, school events, etc.</p> <p>Position Responsible: All teachers, staff, and administration will work together collaboratively to ensure that all improvement strategies are implemented.</p> <p>Identify All That Apply: FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	Formative		
	Feb	May	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

School Goal 1 Problem Statements:

Connectedness
<p>Problem Statement 1: Cadence had the lowest Net Promoter Score (NPS) out of all the Nevada Legacy Schools. Our score is a 3 which rates as a fair score. Critical Root Cause: Family dissatisfaction in the school experience.</p>

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Tracy Schroeder	Principal
Administrator	Angie Green	Assistant Principal
Administrator	Kirsten Simmons	Assistant Principal
Classroom Teacher	Hillary Arnow	Teacher
Non-classroom Professional	Adrienne Avelar	Instructional Coach
Classroom Teacher	Fitri Chase	Teacher
Classroom Teacher	Jeremiah Cohen	Teacher
Classroom Teacher	Christi Cooper	Teacher
Classroom Teacher	Rena Deming	Teacher
Paraprofessional	Jessica Estrada	Academic Para
Classroom Teacher	Jason Farkas	Teacher
Classroom Teacher	Anthony Graitini	Teacher
Classroom Teacher	Debra Grolbert	Teacher
Classroom Teacher	Vera Harris	Teacher
Paraprofessional	Jennifer Jones	Academic Para
Classroom Teacher	Stacy LaRow	Teacher
Non-classroom Professional	Christina Ramos	Reading Interventionist
Non-classroom Professional	Clarissa Rivera	Math Interventionist
Classroom Teacher	Megan Smith	Teacher
Paraprofessional	Amy Todd	Academic Para
Classroom Teacher	Allison Wilkins	Teacher
Classroom Teacher	Chelsea Woolrich	Teacher
Parent	Victoria Hernandez	Parent
Classroom Teacher	Mariesha Cummings	Teacher

School Funding Summary

General Funds					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$14,294,630.56
+/- Difference					\$14,294,630.56
AB 495					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	AIMS Web for progress monitoring of identified students		\$0.00
1	1	1	Purchase IXL		\$0.00
2	1	1	AIMS Web for progress monitoring of identified students		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$213,505.00
+/- Difference					\$213,505.00
IDEA-B					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$95,250.66
+/- Difference					\$95,250.66
IDEA-b, Sect 619 EC					
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

Title I, Pt. A					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
2	1	1	Personnel to include instructional coach, reading & math interventionist		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$255,076.02
+/- Difference					\$255,076.02
Title II, Pt. A					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Personnel to include instructional coach, reading & math interventionist		\$0.00
2	1	1	Funding for identified stakeholders to attend PLC and RTI conferences		\$0.00
2	1	1	Personnel to include instructional coach		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$109,664.07
+/- Difference					\$109,664.07
Title III - ELL					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,032.86
+/- Difference					\$1,032.86
ARP ESSER (Includes Final One Third)					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Purchase of enVisions Math curriculum		\$0.00
1	1	1	Personnel for Saturday School		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$389,781.00
+/- Difference					\$389,781.00
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					\$0.00

ARP ESSER IDEA-B					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$0.00
BSCA Stronger Connections					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$72,114.33
				+/- Difference	\$72,114.33
Transportation Grant					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$243,000.00
				+/- Difference	\$243,000.00
				Grand Total Budgeted	\$15,674,054.50
				Grand Total Spent	\$0.00
				+/- Difference	\$15,674,054.50