

State Public Charter School Authority

Legacy Traditional School Southwest Las Vegas Elementary School

2023-2024 Formative Review with Notes

Classification: 3 Star School

Distinction Designations:
Title I



LEGACY

TRADITIONAL SCHOOLS

Mission Statement

School Mission Statement: Our mission is to provide all students with 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.

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

http://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/legacy_traditional_school_southwest_las_vegas/2023/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

School Goal 1: The Southwest campus will increase the pooled proficiency (Math, ELA, Science) from 54.8% to 65% of all 3rd-5th graders as evidenced on the Spring 2024 Summative Assessments (SBAC & NV 5th grade Science).

The campus will earn at least 68 points on the NSPF to achieve 4 star status.

Evaluation Data Sources: Winter 2023 NWEA MAP data for ELA and Math
Spring 2024 NWEA MAP data for ELA and Math
CTM/PLC data for essential standards
MTSS- AIMSweb data Winter 2023
MTSS- AIMSweb data Winter 2023 Spring 2024

Improvement Strategy 1 Details

Improvement Strategy 1: Utilization of High Leverage Practices to provide Standards-Based Instruction in ELA, Math and Science.

Action Step's Expected Result/Impact: Administer the Fall, Winter and Spring MAP assessments and analyze results for learning trends

Professional development on Identifying Standards, Unwrapping Standards, and creating common assessments

Professional development on High Leverage Practices and engagement strategies

Professional development on EL strategies for working with English Learners

Position Responsible: All teachers, staff, and administration will work together collaboratively to ensure that all improvement strategies are implemented

Identify All That Apply:

FRL, EL, IEP

- **Evidence Level:**

Strong

Formative Reviews

Feb



February Lessons Learned

Professional development in the areas of instructional planning, balanced literacy and close reading strategies was provided to all teaching staff. The EL director provided professional development for vocabulary acquisition.

Additional support needed for teaching staff to implement high leverage practices into their daily teaching.

February Next Steps/Need

Admin and instructional lead team will continue with observation cycles to include High Leverage Practice indicators. Action steps are provided in the observation notes for teachers. Post conferences are scheduled with teachers.

May



May Lessons Learned

Professional development in the areas of instructional planning (learning targets, types of formative assessment), close reading strategies, active engagement, NGSS standards/best science practices was provided to all teaching staff.

Additional support needed for teaching staff to implement high leverage practices into their daily teaching.

May Next Steps/Need

Review all NWEA MAP spring data to determine growth and areas of need for particular grade levels. 24/25 school year planning will begin with this process and through additional data reflection during the Instructional Leadership Team summer retreat on May 28th-30th.

May

May Lessons Learned

May Next Steps/Need

Improvement Strategy 2 Details

Improvement Strategy 2: Weekly Collaborative Team Meetings (CTM) and Multi-Level Tiered Support System (MTSS) grade-level meetings facilitated by both the lead teacher and administration.

Action Step's Expected Result/Impact: Administer Fall, Winter, Spring MAP assessments and analyze trends and skill needs.

Administer AIMSweb benchmark assessments

Professional development on Identifying Standards, Unwrapping Standards, and creating common assessments

Administer common assessments within the grade level and analyze results for planning reteaching and extension

Professional development on MTSS best practices, progress monitoring and quality interventions.

Position Responsible: All teachers, staff, and administration will work together collaboratively to ensure that all improvement strategies are implemented

Identify All That Apply:

FRL, EL, IEP

- **Evidence Level:**

Strong

Formative Reviews

Feb



February Lessons Learned

K-5 classes spent the first semester reviewing essential standards for math and a considerably less amount of time focused on English language arts essential standards.

February Next Steps/Need

Balance CTM time spent between literacy and math. Admin and lead teachers will review the CTM accountability rubric and make adjustments to the CTM yearlong roadmap.

May



May Lessons Learned

K-5 team leads and teachers reviewed their essential standards roadmap and made the necessary adjustments for the remainder of the school year with the instructional coach's and administrators' guidance. Professional development provided for CTM next steps with a particular focus of key components of a lesson, learning targets and types of formative assessment.





May Next Steps/Need

Continue to support team leads and grade level teams with the CTM process and updates during April and May.

May

May Lessons Learned







May Next Steps/Need

Improvement Strategy 3 Details	Formative Reviews
<p>Improvement Strategy 3: Implement daily intervention period for both ELA and Math for identified students. Implement systematic interventions and additional online targeted practice using IXL. Identified emerging and approaching students to work in small groups with reading and math interventionists for Tier III support.</p> <p>Action Step's Expected Result/Impact: Administer Fall, Winter, Spring MAP assessments and analyze trends and skill needs. Administer AIMSweb benchmark assessments Professional development on MTSS best practices, progress monitoring and quality interventions. Invite students to all applicable intervention opportunities Plan and prepare intervention and tutoring sessions to align to student skill deficits</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 - Evidence Level: Strong</p>	<p>Feb</p> <p>February Lessons Learned</p> <p>Winter MAP data was reviewed with all teaching staff to revisions to the instructional routines for Tier I and Tier II instruction. At this point we did see an increase in the number of students in K-5 who were identified as Read By Grade Three.</p> <p>February Next Steps/Need</p> <p>Revise interventions to target specific skill deficits for struggling learners. Implement Tier III interventions provided by school interventionists.</p> <p>May</p> <p>May Lessons Learned</p> <p>Teachers continued to provide interventions for reading and math to support the MTSS process. Tier III interventions provided by the reading and math interventionists for K-5 students.</p> <p>Additional support for students was provided by the instructional aides and paraprofessionals for Kindergarten and 1st grade students.</p> <p>May Next Steps/Need</p> <p>Review NWEA MAP data. Review progress of Tier II and Tier III students. Administer the teacher/staff survey for MTSS needs to plan for 24/25 school year.</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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. All teachers will participate in weekly MTSS meetings.

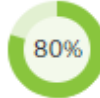

Evaluation Data Sources: Administrative teams to attend all CTM and MTSS meetings to ensure each meeting is effective
Teams to consistently update student CTM and MTSS data and review on a weekly/biweekly basis
Work with interventionists and administration when data reveals student concerns pertaining 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: Professional development on Identifying Standards, Unwrapping Standards, and creating common assessments Administer common assessments within the grade level and analyze results for planning reteaching and extension</p> <p>Action Step's Expected Result/Impact: Administer Fall, Winter, Spring MAP assessments and analyze trends and skill needs. 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</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 - Evidence Level: Strong</p>	<p>Feb February Lessons Learned</p> <p> K-5 classes spent the first semester reviewing essential standards for math and a considerably less amount of time focused on English language arts essential standards.</p> <p>February Next Steps/Need</p> <p>Balance CTM time spent between literacy and math. Admin and lead teachers will review the CTM accountability rubric and make adjustments to the CTM yearlong roadmap.</p> <p>May May Lessons Learned</p> <p> K-5 teachers increased their planning for English language arts essential standards.</p> <p>Kinder and 1st grade teachers modified their instruction of foundational reading skills.</p> <p>Teachers need more support for writing common summative assessments for both math and ELA. At times the assessment items did not meet the rigor of the standard.</p> <p>May Next Steps/Need</p> <p>Begin implementation of the new districtwide CTM process for the 24-25 school year. Provide preliminary training to staff.</p> <p>Admin and lead teachers will review the CTM accountability rubric and make adjustments to the CTM yearlong roadmap.</p> <p>Professional development for essential standards roadmap.</p> <p>May May Lessons Learned</p> <p>May Next Steps/Need</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Inquiry Area 3: Connectedness

School Goal 1: We will increase our NPS (net promoter score) of 26 (favorable) as measured from the parent survey data from Spring 2023 to an NPS score of 50 (excellent).

Evaluation Data Sources: Fall parent survey
Spring parent survey

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.</p> <p>Action Step's Expected Result/Impact: Administrative team sends out a weekly email to parents Teachers send out weekly newsletter emails via Infinite Campus Daily communications as needed based on student discipline, academic concerns, etc. Parents are encouraged to attend school events including flag ceremony, reciting of poems, awards ceremonies, PVO meetings, 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</p>	<div data-bbox="1276 467 2032 771"> <p>Feb February Lessons Learned</p>  <p>Weekly principal communication with families sent via email, Infinite Campus and text messaging. There was an increase in our NPS score from Spring 2023 to Fall 2023.</p> <p>February Next Steps/Need</p> <p>Continue to provide ongoing customer service training for front office staff.</p> <p>Increase social media presence to share positive things happening on campus.</p> </div> <div data-bbox="1276 852 2032 1201"> <p>May May Lessons Learned</p>  <p>Provided ongoing customer service training for front office staff. We increase social media presence to share positive things happening on campus. Supports and resources provided for teachers regarding parent communication.</p> <p>Continued principal message to families with updates.</p> <p>The parent universities were tailored to specific grade levels. We may want to plan these more globally.</p> </div> <div data-bbox="1276 1218 2032 1315"> <p>May Next Steps/Need</p> <p>Review the spring NPS survey at summer ILT retreat. Plan for parent universities for each quarter.</p> </div> <div data-bbox="1276 1331 2032 1429"> <p>May May Lessons Learned</p> <p>May Next Steps/Need</p> </div>



No Progress



Accomplished



Continue/Modify



Discontinue