

**State Public Charter School Authority**  
**Legacy Traditional School Southwest Las Vegas Middle School**  
**2023-2024 Formative Review with Notes**

**Classification: 4 Star School**

**Distinction Designations:**  
Title I



**LEGACY**

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**TRADITIONAL SCHOOLS**

# Mission Statement

Our mission is to provide all students with opportunity leadership, guidance, and support to achieve academic excellence in a safe, non-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/md](http://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/legacy_traditional_school_southwest_las_vegas/2023/nspf/md)

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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 54.3% to 65% of all 6th-8th graders as evidenced on the Spring 2024 Summative Assessments (SBAC & NV 5th grade Science).

The campus will earn at least 80 points on the NSPF to achieve 5 star status.

**Evaluation Data Sources:** Winter 2023 MAP Data in both math and ELA  
2023 CTM/PLC and MTSS data in both math and ELA  
2023 AIMS web data in both math and ELA

Improvement Strategy 1 Details	Formative Reviews
<p><b>Improvement Strategy 1:</b> Utilization of High Leverage Practices to provide Standards-Based Instruction in ELA, Math and Science.</p> <p><b>Action Step's Expected Result/Impact:</b> 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</p> <p><b>Position Responsible:</b> All teachers, staff, and administration will work together collaboratively to ensure that all improvement strategies are implemented</p> <p><b>Identify All That Apply:</b>  FRL, EL, IEP</p>	<p><b>Feb</b></p> <p> <b>February Lessons Learned</b></p> <p>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.</p> <p><b>February Next Steps/Need</b></p> <p>Additional support needed for teaching staff to implement high leverage practices into their daily teaching.</p> <p>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.</p> <p><b>May</b></p> <p> <b>May Lessons Learned</b></p> <p>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.</p> <p><b>May Next Steps/Need</b></p> <p>Additional support needed for teaching staff to implement high leverage practices into their daily teaching.</p> <p>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.</p> <p><b>May</b></p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p>

Improvement Strategy 2 Details	Formative Reviews
<p><b>Improvement Strategy 2:</b> Weekly Collaborative Team Meetings (CTM) and Multi-Level Tiered Support System (MTSS) grade-level meetings facilitated by both the lead teacher and administration.</p> <p><b>Action Step's Expected Result/Impact:</b> 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.</p> <p><b>Position Responsible:</b> All teachers, staff, and administration will work together collaboratively to ensure that all improvement strategies are implemented</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP</p>	<p><b>Feb</b></p> <p> 35%</p> <p><b>February Lessons Learned</b></p> <p>All available time for CTM was not used effectively in junior high. Teacher vacancies in sixth grade affected the ELA CTM process.</p> <p><b>February Next Steps/Need</b></p> <p>Admin and lead teachers will review the CTM accountability rubric and make adjustments to the CTM yearlong roadmap.</p> <p><b>May</b></p> <p> 70%</p> <p><b>May Lessons Learned</b></p> <p>6th-8th 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.</p> <p><b>May Next Steps/Need</b></p> <p>Continue to support team leads and grade level teams with the CTM process and updates during April and May.</p> <p><b>May</b></p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p>

**Improvement Strategy 3 Details**

**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.

**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

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

**Formative Reviews**

**Feb**



**February Lessons Learned**

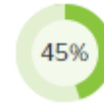
Winter MAP data was reviewed with all teaching staff to revisions to the instructional routines for Tier I and Tier II instruction. At this point we have a pretty small group of junior high students in need of intervention, so the numbers are manageable.

Revise interventions to target specific skill deficits for struggling learners. Implement Tier II interventions in JH ELA and Math courses.

**February Next Steps/Need**

Review MAP data for students receiving interventions and adjust intervention groups and targeted skill instruction.

**May**



**May Lessons Learned**

The 6th -8th grade teachers continued to provide interventions for reading and math to support the MTSS process. Interventions were not always specifically tailored to each student's current level of academic need and skill deficit.

Tier III interventions provided by the reading and math interventionists were limited to the Kinder-5th grade students. No junior high students worked with these professionals.

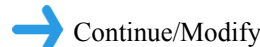
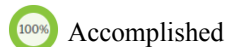
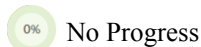
**May Next Steps/Need**

Review NWEA MAP data.  
Review progress of Tier II and Tier III students.  
Administer the teacher/staff survey for MTSS needs to plan for the 24/25 school year.  
Plan professional development for JH teachers for quality interventions based on skill deficits.  
Review scheduling alternatives for intervention times within the English and math courses and the 6th grade rotation schedule during homeroom.

**May**

**May Lessons Learned**





**May Next Steps/Need**



## **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/PLC and MTSS meetings to ensure each meeting is effective  
Teams to consistently update student CTM/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><b>Improvement Strategy 1:</b> 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><b>Action Step's Expected Result/Impact:</b> 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><b>Position Responsible:</b> All teachers, staff, and administration will work together collaboratively to ensure that all improvement strategies are implemented</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP - <b>Evidence Level:</b> Strong</p>	<p><b>Feb</b></p> <p><b>February Lessons Learned</b> JH classes did not assess, reteach and reassess at least 4 essential standards in the first semester.</p> <p><b>February Next Steps/Need</b> Admin and lead teachers will review the CTM accountability rubric and make adjustments to the CTM yearlong roadmap. Create quarter 3 plan for reteaching.</p> <p><b>May</b></p> <p><b>May Lessons Learned</b> JH teachers revised their ELA and Math roadmap for Quarters 3 and 4.</p> <p>Science and Social Studies teachers participated in specific professional development for supporting the reading standards.</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. ELA texts independent of the curriculum are needed for common summative assessments.</p> <p><b>May Next Steps/Need</b> 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><b>May</b></p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></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><b>Improvement Strategy 1:</b> Together as a school community we are all going to focus on improving communication among all stakeholders.</p> <p><b>Action Step's Expected Result/Impact:</b> 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><b>Position Responsible:</b> All teachers, staff, and administration will work together collaboratively to ensure that all improvement strategies are implemented</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP - <b>Evidence Level:</b> Strong</p>	<div data-bbox="1276 467 2022 673"> <p><b>Feb</b> <b>February Lessons Learned</b></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><b>February Next Steps/Need</b></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 690 2022 1177"> <p><b>May</b> <b>May Lessons Learned</b></p> <p>Provided ongoing customer service training for front office staff. We increased 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. The parent universities were tailored to specific grade levels. We may want to plan these more globally.</p> </div> <div data-bbox="1276 1193 2022 1435"> <p><b>May</b> <b>May Lessons Learned</b></p>  <p><b>May Next Steps/Need</b></p> <p>Review the spring NPS survey at summer ILT retreat. Plan for parent universities for each quarter.</p> </div>



No Progress



Accomplished



Continue/Modify



Discontinue