

State Public Charter School Authority

Legacy Traditional School Southwest Las Vegas Elementary School

2024-2025 School Performance Plan

Classification: 5 Star School

Distinction Designations:
Title I



LEGACY

TRADITIONAL SCHOOLS

Board Approval Date: January 22, 2025
Public Presentation Date: January 22, 2025

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.

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

https://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/legacy_traditional_school_southwest_las_vegas/2024/nspf/elem

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Comprehensive Needs Assessment

Student Success

Student Success Summary

- *Despite the area of strength, some subgroups of students are outperforming other subgroups.*
- *There is a distinct discrepancy between students' ELA and Math academic performance.*
- The median growth percentile for math grew from 45% in spring 2023 to 58% in spring 2024. This is still lower than anticipated. 8 points out of 10 were earned.
- The school continues to make improvements in closing the achievement gap for elementary school students but the rate is low. Spring 2022- 23.9% to Spring 2024- 30.4% for Math and Spring 2023-39.1% to Spring 2024-45.3%.

Student Success Strengths

- Spring 2024 SBAC results report that 64.8% of 3rd-5th grade students demonstrated ELA proficiency and 58.8% demonstrated Math proficiency.
- Spring 2023 SBAC results report that 3rd-5th graders demonstrated a pooled proficiency (Math, ELA, Science) of 56.5 %.
- The total points earned on NSPF were 85.5 points, earning the school 5 Stars.
- *Spring 2024 SW elementary campus received 31 growth points out of the 35 points available compared to 19.5 points from the Spring 2023. This is an increase of 11.5 points.*
- The percentage of students chronically absenteeism decreased from 14.8% to 7.2%.
- MAP data reveals that the number of non-proficient students decreased in both math and ELA when comparing the change in proficiency from '22-'23 to '23-'24.
- The median growth percentile for ELA grew from 50% in spring 2023 to 62% in spring 2024. 9 points out of 10 were earned.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): The school continues to make improvements in closing the achievement gap for elementary school students but the rate is low. **Critical Root Cause:** Post-pandemic learning gaps and inconsistent use of targeted interventions and enrichment.

Problem Statement 2 (Prioritized): The proficiency rate in ELA and Math for students receiving special education services is significantly low. **Critical Root Cause:** Special education services are inconsistently addressing the gap between students' present levels and grade level achievement levels.

Adult Learning Culture

Adult Learning Culture Summary

- Teachers work in collaborative teams to review and plan for the teaching of essential learning targets based on the NVACS.
- The school is a large school with only one instructional coach to provide support to 67 licensed teachers.
- Professional development is provided to teaching staff but may not be targeted or specific enough for each teacher.
- There is a high percentage of teachers with minimal years of experience and therefore there is inconsistent writing and implementation of lesson plans. A high number of teachers continue to need support with internalizing the lesson planning process.

Adult Learning Culture Strengths

- *School leaders provide opportunity for teachers to participate in CTM and MTSS weekly meetings.*
- *During the 2023-2024 school year more teachers became proficient in the CTM and MTSS processes.*
- *Instructional pacing guides were created and provided to all teaching staff with the unwrapped NVACS.*

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers struggle with internalizing lesson plans, using formative checks and/or pivoting as needed within the lesson. **Critical Root Cause:** Some teachers lack knowledge of lesson planning or lesson planning is viewed as a compliance task rather than an integral part of preparing for student learning.

Connectedness

Connectedness Summary

- *Low response rate for staff and parent surveys.*
- *Fewer clubs and activities are available to our elementary school students versus our middle school students. Only two sports are available to the elementary students. A small percentage of students participate.*
- *SEL lessons are inconsistently incorporated into the general education classrooms.*
- *The fourth and fifth grade students completed the Nevada SEL student survey. Based on this survey only 63% of students stated that they strongly agree or agree that their teachers understand their problems.*

Connectedness Strengths

- *Teacher and retention from year to year is improving.*
- *The school retained 91% of students from the 23-24 school year to for the 24-25 school year.*
- *Families have reported they are pleased to have an alternative to the local school district.*
- *A PVO committee works to support the school community through volunteering, fundraising, staff appreciation, and special events.*
- *86% of the students responded that their teachers care about them.*

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Based on the student survey there is a disconnect with student perception between their teachers caring for them and actually understanding the students problems. **Critical Root Cause:** SEL lessons are inconsistently implemented in the classrooms or teachers rush through this.

Problem Statement 2 (Prioritized): The family survey score or NPS (Net Promoter Score) decreased from 43 in the spring 2023 to 37 in the spring 2024. Parents report inconsistent concerns over communication from the school. **Critical Root Cause:** Communication between the school and families was not timely or consistent at times throughout the school year.

Stakeholder Engagement

Stakeholder Engagement Summary

Prompt	Response
In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially & ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.	The school engages all stakeholders through a variety of ways including; the instructional leadership team, staff committees, focus groups, parent universities, student clubs, board meetings, bi-annual parent engagement surveys, student climate surveys, annual staff engagement surveys.
What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?	Based on the family and staff surveys the school scored a favorable rating. An area of concerns among families is communication. An area of concern for employees is school climate for the adults.
What has worked well in your previous engagement efforts? What might you do differently to increase or improve engagement moving forward?	Our instructional leadership team along with the school administration work to identify areas of concern through start, stop, continue discussions. These cycles occur each quarter.

Stakeholder Engagement Strengths

The Legacy Traditional School Board of Directors is an active stakeholder group. They regularly engage the upper leadership including the superintendent regarding the policies and oversight of the school.

The Southwest campus has a very active and strong Parent Volunteer Organization. This parent group works to support school initiatives including academic and extracurricular events on campus. The PVO raises nearly \$60,000 each year to support various projects on the school campus including classroom funded projects, family events, additional technology (chromebooks), student recognition and staff appreciation.

Teachers and staff are encouraged to voice concerns and participate in the school improvement process. Each team has a team leader that represents them on the Instructional Leadership Team.

Student council represents students and their ideas and concerns.

Priority Problem Statements

Problem Statement 1: The school continues to make improvements in closing the achievement gap for elementary school students but the rate is low.

Critical Root Cause 1: Post-pandemic learning gaps and inconsistent use of targeted interventions and enrichment.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers struggle with internalizing lesson plans, using formative checks and/or pivoting as needed within the lesson.

Critical Root Cause 2: Some teachers lack knowledge of lesson planning or lesson planning is viewed as a compliance task rather than an integral part of preparing for student learning.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Based on the student survey there is a disconnect with student perception between their teachers caring for them and actually understanding the students' problems.

Critical Root Cause 3: SEL lessons are inconsistently implemented in the classrooms or teachers rush through this.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: The family survey score or NPS (Net Promoter Score) decreased from 43 in the spring 2023 to 37 in the spring 2024. Parents report inconsistent concerns over communication from the school.

Critical Root Cause 4: Communication between the school and families was not timely or consistent at times throughout the school year.

Problem Statement 4 Areas: Connectedness

Problem Statement 5: The proficiency rate in ELA and Math for students receiving special education services is significantly low.

Critical Root Cause 5: Special education services are inconsistently addressing the gap between students' present levels and grade level achievement levels.

Problem Statement 5 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- School goals
- Early childhood literacy and math goals
- College and career readiness 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
- Planning and decision-making committee minutes
- State and federal planning requirements
- Covid-19 factors, and/or waivers

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment 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
- Special education
- At-risk
- EL
- Homeless data
- Gifted and talented data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- 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
- 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
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Revised/Approved: October 24, 2024

Goal 1: Student Success

Annual Performance Objective 1: The campus will earn at least 87 points on the NSPF to maintain 5 star status.

Evaluation Data Sources: Winter 2024 NWEA MAP data for ELA and Math
 Spring 2025 NWEA MAP data for ELA and Math
 CTM/PLC data for essential standards
 MTSS- AIMSweb data Winter 2024
 MTSS- AIMSweb data Winter 2024 Spring 2025
 IXL data Winter 2023 and Spring 2025

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Utilization of High Leverage Practices to provide Standards-Based Instruction in ELA, Math and Science. High Leverage Practices are researched backed practices that impact student achievement.</p> <p>Author links open overlay panel Vicki Vescio, Abstract After an overview of the characteristics of professional learning communities (PLCs), Andrews, D., Bambino, D., Berry, B., Bryk, A. S., Buysse, V., Carver, C. L., Cochran-Smith, M., Darling-Hammond, L., & DuFour, R. (2007, March 2). A review of research on the impact of Professional Learning Communities on teaching practice and student learning. Teaching and Teacher Education. https://www.sciencedirect.com/science/article/abs/pii/S0742051X07000066</p> <p>Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Routledge/Taylor & Francis Group. https://doi.org/10.4324/9780203181522</p> <p>Formative Measures: 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>Position Responsible: All teachers, staff, and administration will work together collaboratively to ensure that all improvement strategies are implemented</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	Status Check		
	Feb	May	May

Improvement Strategy 2 Details	Status Checks		
<p>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.</p> <p>Formative Measures: 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>Position Responsible: All teachers, staff, and administration will work together collaboratively to ensure that all improvement strategies are implemented</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	Status Check		
	Feb	May	May
Improvement Strategy 3 Details	Status Checks		
<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>Formative Measures: 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>Student Groups This Strategy Targets: FRL, EL - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	Status Check		
	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>			

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 1: The school continues to make improvements in closing the achievement gap for elementary school students but the rate is low. **Critical Root Cause:** Post-pandemic learning gaps and inconsistent use of targeted interventions and enrichment.

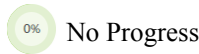
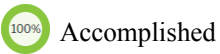
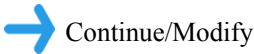

Goal 2: Adult Learning Culture

Annual Performance Objective 1:

The Southwest campus will increase the percentage of teachers who consistently apply key elements of their lesson plans--such as learning objectives, instructional strategies, and assessment methods--into daily instruction to 75% by the end of the academic year, as measured by lesson plan audits and classroom observations conducted at least twice per semester.

- Evaluation Data Sources:** Lesson plan fidelity checks
 Classroom observations with review of lesson plans to match
 CTM/PLC instructional mapping documents- Admin and the Instructional Coach participate in CTM/PLC meetings
 Post observation conferences with teachers

Improvement Strategy 1 Details	Status Checks		
<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>Author links open overlay panel Vicki Vescio, Abstract After an overview of the characteristics of professional learning communities (PLCs), Andrews, D., Bambino, D., Berry, B., Bryk, A. S., Buysse, V., Carver, C. L., Cochran-Smith, M., Darling-Hammond, L., & DuFour, R. (2007, March 2). A review of research on the impact of Professional Learning Communities on teaching practice and student learning. Teaching and Teacher Education. https://www.sciencedirect.com/science/article/abs/pii/S0742051X07000066</p> <p>Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Routledge/Taylor & Francis Group. https://doi.org/10.4324/9780203181522</p> <p>Formative Measures: 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>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	Status Check		
	Feb	May	May

Annual Performance Objective 1 Problem Statements:





Adult Learning Culture

Problem Statement 1: Teachers struggle with internalizing lesson plans, using formative checks and/or pivoting as needed within the lesson. **Critical Root Cause:** Some teachers lack knowledge of lesson planning or lesson planning is viewed as a compliance task rather than an integral part of preparing for student learning.

Goal 3: Connectedness

Annual Performance Objective 1: We will increase our NPS (net promoter score) of 37 (favorable) as measured from the parent survey data from Spring 2024 to an NPS score of 50 (excellent) on a scale of -100 to 100 in Spring 2025.

Evaluation Data Sources: Fall parent survey
Spring parent survey

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Together as a school community we are all going to focus on improving communication among all stakeholders.</p> <p>Kraft, M. A., & Dougherty, S. M. (2013). The effect of teacher-family communication on student engagement: Evidence from a randomized field experiment. <i>Journal of Research on Educational Effectiveness</i>, 6(3), 199-222.</p> <p>Formative Measures: 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>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Connectedness 2</p>	Status Check		
	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>			





Annual Performance Objective 1 Problem Statements:

Connectedness
<p>Problem Statement 2: The family survey score or NPS (Net Promoter Score) decreased from 43 in the spring 2023 to 37 in the spring 2024. Parents report inconsistent concerns over communication from the school . Critical Root Cause: Communication between the school and families was not timely or consistent at times throughout the school year.</p>

Goal 3: Connectedness

Annual Performance Objective 2: The Southwest campus will increase the number of elementary school students who agreed or strongly agreed that their teachers understand their problems from 63% to 80% of student as measured by the annual student survey.

Evaluation Data Sources: Nevada SEL survey December 2024

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Implementation of Social Emotional Learning lessons twice a week for a minimum of twenty minutes to promote student voice, trust in staff and connectedness amongst peers.</p> <p>Social and emotional skills can be intentionally cultivated with high-quality practices, programs, and interventions in both school and out-of-school settings. For example, in their seminal review of more than 200 school-based, universal social and emotional learning programs spanning grades K-12, Durlak and colleagues (2011) demonstrated that students who participated in evidence-based social and emotional learning (SEL) programs showed significant improvements in social and emotional learning skills, behavior, attitudes, and academic performance, as well as reduced emotional distress and conduct problems. Durlak et al., 2011</p> <p>https://www.aspeninstitute.org/wp-content/uploads/2018/03/FINAL_CDS-Evidence-Base.pdf</p> <p>Formative Measures: Focus groups each quarter (measure of percentage of students reporting agree or strongly agree with statements regarding teacher care and understanding)</p> <p>Position Responsible: All K-5 teachers and specialists</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	Status Check		
	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>			

Annual Performance Objective 2 Problem Statements:

Connectedness
<p>Problem Statement 1: Based on the student survey there is a disconnect with student perception between their teachers caring for them and actually understanding the students problems. Critical Root Cause: SEL lessons are inconsistently implemented in the classrooms or teachers rush through this.</p>

Goal 4: Student Success

Annual Performance Objective 1: The Southwest campus will increase the proficiency rates of students with IEPs in both math and ELA by 5% as measured by the Spring 2025 SBAC scores. For Math students proficiency rates will increase from 12% (spring 2024) to 17% as measured by the Spring 2024 SBAC. For ELA students proficiency rates will increase from 19% (spring 2024) to 24% as measured by the Spring 2025 SBAC.

Evaluation Data Sources: Spring SBAC 2024 scores compared to Spring 2025

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Utilization of High Leverage Practices to provide Standards-Based Instruction in ELA, Math and Science. High Leverage Practices are researched backed practices that impact student achievement.</p> <p>Analyze students with IEP's proficiency rates, other school data including MAP and AIMS Web, progress monitoring data and ensure that their IEP goals are aligned with their needs and areas of deficiency. All students will receive Tier 1, 2, and if needed Tier 3 instruction in addition to the required services as outlined in their IEP. Parent communication will be ongoing to provide updates on progress and how students can be supported at home via IXL.</p> <p>APR Indicator 3: Assessment: (A) Participation rate for children with IEPs, (B) Proficiency rate for children with IEPs against grade-level academic achievement standards, (C) Proficiency rate for children with IEPs against alternate academic achievement standards, (D) Gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards.</p> <p>Author links open overlay panel Vicki Vescio, Abstract After an overview of the characteristics of professional learning communities (PLCs), Andrews, D., Bambino, D., Berry, B., Bryk, A. S., Buysse, V., Carver, C. L., Cochran-Smith, M., Darling-Hammond, L., & DuFour, R. (2007, March 2). A review of research on the impact of Professional Learning Communities on teaching practice and student learning. <i>Teaching and Teacher Education</i>. https://www.sciencedirect.com/science/article/abs/pii/S0742051X07000066</p> <p>Hattie, J. (2012). <i>Visible learning for teachers: Maximizing impact on learning</i>. Routledge/Taylor & Francis Group. https://doi.org/10.4324/9780203181522</p> <p>Formative Measures: MAP assessments Fall, Winter, and Spring Fall, Winter and Spring AIMS Web benchmark assessments IXL Diagnostic Assessment</p> <p>Position Responsible: Special education case managers, general education teachers and academic interventionists</p> <p>Student Groups This Strategy Targets: Students with Disabilities, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 2</p>	Status Check		
	Feb	May	May



No Progress



Accomplished



Continue/Modify



Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 2: The proficiency rate in ELA and Math for students receiving special education services is significantly low. **Critical Root Cause:** Special education services are inconsistently addressing the gap between students' present levels and grade level achievement levels.

Instructional Leadership Team

Team Role	Name	Position
Classroom Teacher	Sophia Zaman	Teacher
Parent	Anne Oelke	parent
Parent	Kate Ong	Parent
Paraprofessional	Ani Chrkhoyan	EL Paraprofessional
Paraprofessional	Tara Houghton	Academic Paraprofessional
Classroom Teacher	Eric Harms	Teacher
Classroom Teacher	Sheila Marlang	Teacher
Classroom Teacher	Shunique Bates	Teacher
Administrator	Stephanie Chapman	Assistant Principal
Administrator	Shira Wise	Assistant Principal
Administrator	Jessica Alanano	Principal

Addendums

READ BY GRADE 3 LOCAL LITERACY PLAN FOR THE 2024-2025 SCHOOL YEAR

I. LOCAL PROGRAM CONTACT SECTION

Name of School District or Charter Organization/School:	Legacy Traditional Schools	Date:	
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Number of Sites Being Served?	3	Grade Spans Offered:	<input checked="" type="checkbox"/> K-2	<input type="checkbox"/>	<input type="checkbox"/> K-3	<input type="checkbox"/>	<input type="checkbox"/> K-4	<input type="checkbox"/>	<input type="checkbox"/> K-5	<input type="checkbox"/>	<input type="checkbox"/> K-6	<input type="checkbox"/>	Other	<input checked="" type="checkbox"/> X
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Read by Grade 3 Local Literacy Plan Lead Contact Person:

Name:	Tamara Andrews	Title:	Curriculum Specialist
Phone #	480-270-5438	Email Address:	tamara.andrews@vertexeducation.com

Provide a list of the names and titles of the members of your Local Literacy Plan Team:

Nathalie Burgess, Associate Superintendent of Academics, NV; Stephanie Martinez, Curriculum, Instruction & Assessment Director; Tamara Andrews, Curriculum Specialist; Jordan Cuellar, Director of Student Intervention, Christina Ramos, Reading Interventionist, Literacy Specialist - Cadence Campus; JoLyn Bradshaw, Reading Interventionist, Literacy Specialist - North Valley Campus; Stephanie Miranda, Reading Interventionist, Literacy Specialist - Southwest Campus.

Is your program a new program that has never Submitted a Local Literacy Plan to the Nevada Department of Education?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/>	<input type="checkbox"/> NO	<input checked="" type="checkbox"/> X	If yes, what year did your site open?	
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How many academic years has your program/school been participating in Read by Grade 3?	7
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II. INTRODUCTION SECTION

Briefly describe the impact that Read by Grade 3 has had on your community including administrators, literacy specialists, classroom teachers, students (with specific reference to students reading below grade level and their families).

The Read by Grade 3 (RBG3) program has had a significant impact on our community, benefiting administrators, literacy specialists, classroom teachers, students, and their families. The program has particularly supported students reading below grade level by enabling a targeted approach to literacy development.

For administrators and literacy specialists, RBG3 has provided the tools to identify and track students performing below the 40th percentile. By leveraging MAP interim data from benchmark assessments conducted in the Fall, Winter, and Spring, we can pinpoint specific learning gaps and develop personalized reading plans. These plans are monitored through AIMS Web and IXL, with bi-weekly assessments ensuring that interventions are effective and adjustments are made as necessary.

Classroom teachers have benefited by having access to data that allows them to tailor instruction to address specific student needs. By identifying misconceptions and implementing appropriate scaffolds, teachers can ensure that all students, especially those reading below grade level, receive the support they need to improve their literacy skills.

Students, particularly those reading below grade level, have experienced growth through personalized intervention plans. These plans are shared with their families, fostering a partnership between the school and home. The program has also encouraged student ownership of their progress, particularly during student-led conferences, where they present their MAP data, personalized IXL learning plans, and achievements over the year.

Families are actively engaged in this process through the provision of detailed reading plans and participation in Literacy Reading Nights, which offer resources to support learning at home. This collaborative effort has led to significant improvements in student literacy and a stronger sense of community around the shared goal of reading proficiency by grade 3.

List 3-5 primary goals of your Read by Grade 3 Local Literacy Plan:

1. Manage and maintain data spreadsheets for each campus and each grade level that contain pertinent data points from MAP testing for all three benchmark assessments and allow for tracking of all students grades K-5, including their percentile ranking, parent communication, and growth monitoring.
2. Utilizing the MAP data in a way that is succinct with Legacy Traditional Schools, allowing teachers to provide individualized practice including daily intervention and extension groups or 1:1 settings heavily focused on ELA using the Learning Continuum, and AIMS Web as a foundation for adhering to the student's gaps and areas of focus.
3. Using Legacy Traditional Schools reading curriculum, enhancing the student's engagement with fluent reading by providing targeted skill-based direct instruction that focuses on the three reading anchor standards: key ideas and details, crafts and structure, and integration of knowledge and ideas. Additionally, using the designated reading curricula to provide RTI and intervention on a daily basis to address students' specific needs based on MAP scores, AIMS Web, and their range of reading and applied level of text complexity.
4. With support from the Reading Interventionist, at each campus, aim to move at least two teachers per grade level from mechanical to refinement and routine in building capacity for creating, researching, and refining daily intervention best practices to increase student growth in the big five reading components; phonemic awareness, phonics, fluency, vocabulary, and reading comprehension through teacher observation and feedback, regular professional development and data-driven instruction with proficient student achievement outcomes.

**AB 289 (2019) REQUIREMENT #1:
LEA Plan for Implementing the Literacy Specialist Requirement**

In answering the following questions, provide an explanation on how your program plans to implement the role of the Read by Grade 3 Literacy Specialist as required in the Read by Grade 3 Act [AB 289 \(2019\)](#) and in the Read by Grade 3 Regulations ([NAC 388.662](#) & [388.666](#)).

1. Describe how your program plans to ensure that the AB 289 Literacy Specialist Qualifications are met per AB 289 (2019) Section 2.1 (a), (b), (c), (d), (e).

Each campus has a designated licensed teacher/instructional coach as the literacy specialist;

Literacy specialists help teachers create literacy plans for identified students who are monitored between benchmark assessments with action plans put in place to ensure growth and/or address gaps;

Literacy specialists are extensively trained in LTS literacy curriculum programs: Journeys and Spalding using High Leverage Practices and Get Better Faster techniques to provide teachers with ongoing observations and feedback;

Literacy specialists work with admin teams to identify professional developments that are most important to the teacher's and the school's success. At the end of each school year, teachers complete a survey sharing what type of professional development they would like in addition to the standing professional development year to year. Literacy specialists also attend CultivatED in the fall of each school year; an LTS day of professional development geared toward intensive instruction and best practices;

2. Describe how your program plans to establish and maintain the recommended Duties and Responsibilities of the Read by Grade 3 Literacy Specialist role per AB 289 (2019), Section 2.4 (c) and the recommended language for NAC 388.666.

Literacy specialists are designated and introduced at each campus at the beginning of the school year;

Literacy specialists will remain in contact with the RBG3 lead throughout the school year monitoring important dates, professional developments, and student data within the RBG3 data trackers and MTSS data trackers;

Literacy specialists will support teachers with parent meetings when introducing the literacy plan to be followed for students under the 40th percentile identified for intervention services;

Literacy specialist, RBG3 lead, will work with the ELL director to create Literacy Reading Parent Nights once a year;

Literacy specialists will have and continue to create and monitor bi-weekly PD sessions as needed based on data that are available for teachers.

Literacy specialist will use the survey data from the end of each school year given to teachers to identify what types of professional developments are needed and wanted to improve teacher growth and consistency in collaboration with campus admin;

Literacy specialists will support weekly/bi-weekly staff meetings with teachers that provide additional support in literacy instruction best practices outside of CTM & MTSS meetings in collaboration with campus admin. Best practices will be determined based on teacher instruction and collaboration with admin;

Literacy specialist will track the observations conducted with teachers and evaluate trends in order to determine the site level professional development needed pertaining specifically to High Leverage Practices from Doug Lemov's "Teach like a Champion" that will support our direct instruction model;

Literacy specialists will assist teachers during bi-weekly grade-level MTSS meetings to analyze student benchmark & progress monitoring data;

Literacy specialists will work with the Director of Student Intervention to collaborate on best practices that support 'closing the gap' with students identified as 40th percentile or below and support teachers with implementation;

Monthly the literacy specialist will work with the associate superintendent, principal, and assistant principals to implement best practices in literacy instruction;

3. Describe how your program plans to ensure that all Read by Grade 3 Literacy Specialists receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (a) and the language of NAC 388.662.

Literacy specialists will receive intentional professional development multiple times before and throughout the school year;

Literacy Specialist pre-service PD topics: reading foundations standards, Google sites, communicating effectively with parents, classroom observations, MTSS, Tier 2 interventions, AIMSweb training, IXL training.

Literacy specialists will present at teacher pre-service professional development: one to two weeks prior to the return of students

Teacher pre-service PD topics may include: curriculum planning tools, resources and key people, classroom set-up, pacing guides and curriculum maps, data dive, homework expectations, teacher evaluation, high leverage practices, introduction/new teachers/admin roles, team building, character and behavior development, IXL, AIMS Web, Cornell note taking expectations, Spalding: review of OPR, WPR, spelling dictation, 7-steps of instruction, academic vocabulary, depth and complexity, writing effective learning objectives, literacy curriculum overview and instructional expectations, essential standards, CTM & MTSS process, student data-driven instruction, tutoring and intervention expectations

Literacy specialists will participate in CultivatED which occurs in the fall professional development with all different topics inclusive of LTS campus' needs and expectations;

When opportunities are available, the literacy specialists will attend professional development that the Nevada Department of Education provides, inclusive of RPDP, multiple times a year, focused on ELA and best teaching strategies.

4. Describe your program's plan for guaranteeing that the Literacy Specialist consults with the site administrator and other literacy personnel to ensure that intervention services and intensive instruction are provided for students performing below grade level in reading (for as long as it is necessary) while these students are enrolled in the elementary setting per AB 289 (2019), Section 7. 2 (a).

Literacy specialists meet with Director of Student Intervention on a weekly basis to discuss campus and teacher observations and needs, professional development support, student data and success, and intervention best practices; determine high-leverage practice implementation in all K-5th grade classrooms during intervention time and any data collected will be used to determine next steps for both teachers and students identified under the 40th percentile;

Literacy specialists will consult with the RBG3 literacy lead on RBG3 expectations prior to the start of the school year and thereafter each NWEA/MAP testing interim to ensure compliance and understanding of the RBG3 data trackers, parent-meetings and acceptance of literacy plans, teacher and admin communication, and RBG3 legislative updates and literature;

The Director of Student Intervention will conduct classroom observations during the allotted ELA intervention time with campus admin to ensure all parties are aware and understanding of next steps and feedback to encourage teacher growth and student achievement.

5. Describe your program's procedures for facilitating collaboration between literacy specialists and classroom teachers per AB 289, Section 1 (d).

Throughout the year, the literacy specialist will monitor AIMS Web data, progress toward individual student goals, and intervention lesson plans for alignment with student goals.

Literacy specialists will support weekly/bi-weekly staff meetings and grade-level meetings with teachers that provide additional support in literacy instruction best practices outside of CTM & MTSS meetings in collaboration with teachers' input and needs;

The literacy specialist will support teachers during designated intervention time; focusing on students below the 40th percentile and consistently not demonstrating proficiency, monitoring the students' progress and providing feedback to the teachers to support their ongoing intervention best practices and techniques

Literacy specialists will track the observations conducted with teachers and evaluate trends in order to determine the site level professional development needed pertaining specifically to High Leverage Practices from Doug Lemov's "Teach like a Champion" that will support our direct instruction model;

AB 289 (2019) REQUIREMENT #2:

LEA Plan for Implementing the Required Professional Learning for Elementary Teachers

In answering the following question, explain how your program plans to implement the required professional learning for elementary school teachers as required in the Read by Grade 3 Act (AB 289-2019) and in the language for the Read by Grade 3 Regulations (NAC 388.664).

1. Describe how your program plans to ensure that all teachers employed by a school district or charter school to teach at an elementary school receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (b) and the language of NAC 388.664.

Teachers will attend teacher pre-service professional development: one to two weeks prior to the return of students

Teacher pre-service PD topics: curriculum planning tools, resources and key people, classroom set-up, pacing guides and curriculum maps, data dive, homework expectations, teacher evaluation, high leverage practices, introduction/new teachers/admin roles, team building, character and behavior development, Cornell note taking expectations, Spalding: review of OPR, WPR, spelling dictation, IXL, 7-steps of instruction, academic vocabulary, depth and complexity, writing effective learning objectives, literacy curriculum overview and instructional expectations, essential standards, CTM/PLC process, student data-driven instruction, tutoring and intervention expectations

Teachers will participate in CultivatED which occurs in the fall professional development with all different topics inclusive of LTS campus' needs and expectations;

When opportunities are available, teachers will attend professional development that the Nevada Department of Education provides or other states/areas related to ELA inclusive of RPDP multiple times a year focused on ELA and best teaching strategies

AB 289 (2019) REQUIREMENT #3:

LEA Plan for Providing Intervention Services and Intensive Instruction for Elementary Students Performing Below Grade Level in Reading

In answering the following questions, describe the systems and structures that your district or charter organization plans to put into place that will guarantee that intervention services and intensive instruction are being provided for elementary students who are performing below grade level in reading as required in the Read by Grade 3 Act – AB 289 (2019).

1. What are the systems and structures that will be put into place to ensure intervention services and intensive instructions are provided for K-3 students who are performing below grade level in reading? Be sure to address regularly scheduled reading sessions in small groups and the 5 pillars of reading (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies).

The master schedule has identified reading intervention time for each teacher to ensure that students below grade level are receiving intervention. The campus Reading Interventionist and administration conduct regular classroom observations during scheduled intervention time in order to verify interventions are taking place.

Teachers discuss students receiving intervention at bi-weekly MTSS meetings, including students making progress and planning for students not making progress.

Teachers utilize the Heggerty program daily as an intervention program to build phonological and phonemic awareness. Teachers also utilize Spalding to support with decoding skills and reading fluency. Journey's is utilized to build vocabulary and reading comprehension strategies.

2. What are the systems and structures that will be put into place to ensure intervention services and intensive instructions are provided for 4-5 students who are performing below grade level in reading? Be sure to address regularly scheduled reading sessions in small groups and the 5 pillars of reading (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies).

The master schedule has identified reading intervention time for each teacher to ensure that students below grade level are receiving intervention. The campus Reading Interventionist and administration conduct regular classroom observations during scheduled intervention time in order to verify that interventions are taking place.

Teachers discuss students receiving intervention at bi-weekly MTSS meetings, including students making progress and planning for students not making progress.

Teachers also utilize Spalding to support with decoding skills and reading fluency. Journey is utilized to build vocabulary and reading comprehension strategies through a focus on the Nevada Academic Content Standards in their reading block.

Students with significant gaps in decoding, fluency, and phonemic awareness are provided explicit intervention during their reading intervention time utilizing progress monitoring through AIMSweb.

**AB 289 (2019) REQUIREMENT #4:
LEA Plan for Implementing an Assessment System Designed to Measure the Reading Proficiency of Elementary Students**

In answering the following questions, explain the procedures that your program plans to use for assessing student proficiency in reading.

1. Describe the procedures that your program plans to use for assessing the reading proficiency of elementary students. These procedures require the use of valid and reliable standards-based assessments that have been approved by the Nevada State Board of Education per AB 289 (2019), Section 1 (b) and by State Board Regulations (NAC 388.660). [At this point in time, these assessments include the NWEA MAP Reading Assessment for K-3 students and the SBAC ELA Assessment for 4th and 5th grade students.]

Each K-5 teacher will administer NWEA MAP Reading assessment to all K-5 students three times during the school year: Fall, Winter, and Spring interims;

Third through fifth-grade students will be administered the Smarter Balanced ELA assessment in the spring

2. Describe how your program plans to assess all kindergarten students within the first 30 days of school or upon enrollment (if the student enrolls after that period and has not been previously assessed) per AB 289 (2019), Section 1(b-1).

Kindergarten teachers and/or paraprofessionals will administer the NWEA MAP test to all kindergarten students within 30 days of entry to the new school year.

3. Describe how your program plans to assess students in each grade level of the elementary school at which the students are enrolled per AB 289 (2019), Section 1 (b-2).

Teachers will administer weekly phonogram, spelling, vocabulary, and comprehension assessments to monitor if the students are mastering the curriculum and essential standards through the use of Spalding and Journeys curriculum assessments and teacher-made assessments;

Teachers will use AIMS Web to incorporate fluency practice into students daily ELA time.

THE IMPLEMENTATION ROADMAP

Please complete the following Implementation Roadmap

PRIMARY ACTIVITIES (5-7)	OUTCOME MEASURES	ALIGNMENT TO LLP GOAL(S)	ALIGNMENT TO READ BY GRADE 3 REQUIREMENTS
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An assessment calendar and specific schedule will be created for NWEA MAP testing in grades K-8 for each individual campus before teacher preservice & shared with teachers during pre-service.	<p>By August 5th all teachers will have the NWEA MAP testing schedule for their campus for fall testing.</p> <p>By November 4th all teachers will have the NWEA MAP testing schedule for their campus for winter testing.</p> <p>By March 31 all teachers will have the NWEA MAP testing schedule for their campus for spring testing.</p>	Aligns to LLP Goal 2	This aligns to the RBG3 requirement #4.
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THE IMPLEMENTATION ROADMAP
Please complete the following Implementation Roadmap

PRIMARY ACTIVITIES (5-7)	OUTCOME MEASURES	ALIGNMENT TO LLP GOAL(S)	ALIGNMENT TO READ BY GRADE 3 REQUIREMENTS
The Director of Student Intervention will have implemented Read by Grade trackers for each campus site & updated literacy plan templates prepared for campus reading interventionists. Trackers will be updated two additional times for winter and spring with NWEA MAP data.	<p>By September 13th all Read by Grade 3 students will have been identified and placed on a campus grade level tracker and shared with campus Reading Interventionist.</p> <p>By the end of January 2025, all students identified as Read by Grade 3 will have updated NWEA winter MAP testing on their tracker and their data will be sent home to families.</p> <p>By the end of May 2025, all students identified as Read by Grade 3 will have updated NWEA winter MAP testing on their tracker and their data will be sent home to families.</p>	Aligns to LLP Goal 1	This aligns to the RBG3 requirement #1.

THE IMPLEMENTATION ROADMAP
Please complete the following Implementation Roadmap

PRIMARY ACTIVITIES (5-7)	OUTCOME MEASURES	ALIGNMENT TO LLP GOAL(S)	ALIGNMENT TO READ BY GRADE 3 REQUIREMENTS
Campus administration will provide PD on the use of Journey's curriculum to align instruction for a focus on the Nevada Academic Content standards for reading literature and informational comprehension standards.	By August 30th, teams will have been provided PD and will engage in ongoing weekly PLCs with the NVACs to plan for reading instruction.	Aligns to LLP Goal 3	This aligns to the RBG3 requirement #2.

THE IMPLEMENTATION ROADMAP
Please complete the following Implementation Roadmap

PRIMARY ACTIVITIES (5-7)	OUTCOME MEASURES	ALIGNMENT TO LLP GOAL(S)	ALIGNMENT TO READ BY GRADE 3 REQUIREMENTS

<p>Campus Reading Interventionist will provide teacher teams with professional development on intervention routines & procedures, identifying students, setting goals, and implementing progress monitoring.</p>	<p>By September 27, all teachers will have identified students and set progress monitoring goals for students identified for intensive interventions with support from the campus Reading Interventionist.</p> <p>By the end of January 2025, all teachers will have identified students and set progress monitoring goals for students identified for intensive interventions with support from the campus Reading Interventionist using the winter NWEA MAP testing.</p>	<p>Aligns to LLP Goal 3 & 4</p>	<p>This aligns to the RBG3 requirement #2 & 3.</p>
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THE IMPLEMENTATION ROADMAP
Please complete the following Implementation Roadmap

PRIMARY ACTIVITIES (5-7)	OUTCOME MEASURES	ALIGNMENT TO LLP GOAL(S)	ALIGNMENT TO READ BY GRADE 3 REQUIREMENTS
<p>Campus Reading Interventionist will conduct a minimum of 4 Intervention observations weekly, with a follow-up in-person coaching conversation with the observed teacher. Reading Interventionists will provide feedback, coaching, modeling, and planning support to the teachers observed in order to move teachers from the mechanical to refinement.</p>	<p>By September 3, Reading Interventions will begin conducting an average of 4 observations & follow up coaching conversations weekly. Observations and follow up coaching conversations will continue through to the end of the school year.</p>	<p>Aligns to LLP Goal 4</p>	<p>This aligns to the RBG3 requirement #3</p>

READ BY GRADE 3 REQUIRED OCTOBER 15th REPORT

Per AB 289 (2019): LEAs are required to submit a report on or before **October 15th, 2024**, to the Nevada Department of Education that includes the following information for the **2023-2024** school year:

Name of School District or Charter Organization:	Legacy Traditional Schools						Date:					
Are you a School District?	YES				NO		X					
Are you a Charter Organization?	YES		X		NO							
If not a School District or a Charter Organization, who is your authorizer?	n/a											
Number of Sites in your School District or Charter Organization:		Grade Spans Offered:	K-2		K-3		K-4		K-5		Other:	3 K-8
Name of Person Completing Report:	Tamara Andrews											
Title of Person Completing Report:	Curriculum Specialist											
Email	tamara.andrews@vertexeducation.com			Phone #:	480-270-5438							

23-24 School Year

Name of School	Number of students enrolled in grade 3 at school site	Number of students in grade 3 who were provided intervention services and intensive instruction	Percentage of students in grade 3 who were provided intervention services and intensive instruction	Number of students in grade 3 who previously received intervention services and intensive instruction	Percentage of students in grade 3 who previously received intervention services and intensive instruction
Legacy Traditional Schools Cadence	144	84	58%	71	49%
Legacy Traditional Schools North Valley	141	69	49%	47	33%
Legacy Traditional Schools Southwest	186	58	31%	41	22%

RATE OF IMPROVEMENT OF KINDERGARTEN THROUGH 3RD GRADE READING

Per AB 289 (2019), what is the rate prescribed by the Board of Trustees or Governing Body of your School District/Charter Organization of students who received RBG3 Educational Programs or Services?

Name of School	Grade Level	Number of Students in each Grade Level	<u>Overall</u> number of students who received RBG3 educational programs or services (NRS 392.760)	<u>Overall</u> percentage of students who received RBG3 educational programs or services (NRS 392.760)	Number of students who did not improve in Reading at a rate prescribed by the Board of Trustees or Governing Body of your School District/Charter Organization	Percentage of students who did not improve in Reading at a rate prescribed by the Board of Trustees or Governing Body of your School District/Charter Organization	Number of students who received RBG3 Educational Programs or Services who improved in Reading at a rate prescribed by the Board of Trustees or Governing Body of your School District/Charter Organization	Percentage of students who improved in Reading at a rate prescribed by the Board of Trustees or Governing Body of your School District/Charter Organization
Legacy Traditional Schools Cadence	K	128	49	38%	23	47%	26	53%
	1	125	70	56%	33	47%	37	53%
	2	142	82	58%	45	55%	37	45%
	3	144	84	58%	50	60%	34	40%
Legacy Traditional Schools North Valley	K	144	55	38%	23	42%	32	58%
	1	152	86	57%	54	63%	32	37%
	2	146	85	58%	36	42%	49	58%
	3	141	69	49%	52	75%	17	25%
Legacy Traditional Schools Southwest	K	150	44	29%	23	52%	21	48%
	1	153	61	40%	36	59%	25	41%
	2	158	60	38%	28	47%	32	53%
	3	186	58	31%	21	36%	37	64%