

**State Public Charter School Authority**

**Legacy Traditional School Southwest Las Vegas Elementary School**

**2023-2024 School Improvement Plan**

**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 of 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\\_school\\_authority/legacy\\_traditional\\_school\\_southwest\\_las\\_vegas/2023/nspf/](http://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_school_authority/legacy_traditional_school_southwest_las_vegas/2023/nspf/)

# Table of Contents

|   |    |
|---|----|
| Comprehensive Needs Assessment                    | 4  |
| Student Success                                   | 4  |
| Adult Learning Culture                            | 5  |
| Connectedness                                     | 6  |
| Priority Problem Statements                       | 7  |
| Comprehensive Needs Assessment Data Documentation | 8  |
| Inquiry Areas                                     | 10 |
| Inquiry Area 1: Student Success                   | 10 |
| Inquiry Area 2: Adult Learning Culture            | 12 |
| Inquiry Area 3: Connectedness                     | 13 |
| Plan Notes  | 14 |
| Instructional Leadership Team                     | 16 |

# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

- Spring 2023 SBAC results report that 61.7% of 3rd-5th grade students demonstrated ELA proficiency and 55.1% demonstrated Math proficiency.
- Spring 2023 SBAC results report that 3rd-5th graders demonstrated a pooled proficiency (Math, ELA, Science) of 54.8 %.

### Student Success Areas of Growth

- *The SW elementary campus only received 19.5 points out of the 35 points available for Growth and lost 5 points from the Spring 2022.*
- *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.*
- MAP data reveals that the number of non-proficient students decreased in both math and ELA when comparing the change in proficiency from '21 - '22 to '22-'23.

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** Although we have seen improvement post-pandemic, proficiency levels are still not where they need to be based on SBAC '23 results. **Critical Root Cause:** Post-pandemic learning gaps

## Adult Learning Culture

### Adult Learning Culture Areas of Strength

- *School leaders provide opportunity for teachers to participate in CTM and MTSS weekly meetings*
- *Ongoing professional development is targeted to specific people and needs*
- *Some teachers are becoming proficient in the CTM and MTSS process*

### Adult Learning Culture Areas of Growth

- *Utilize more time and resources for more frequent professional development opportunities*
- *Develop a coaching rubric to evaluate the implementation of CTM and MTSS*
- *Increase teacher motivation for the CTM and MTSS process*

### Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1:** The CTM and MTSS process is viewed more as a compliant component rather than a researched based school improvement strategy. Teachers are not fully aligning the PLC process to the expected level of rigor. Only 50% of the PLC cycle was completed with fidelity. **Critical Root Cause:** Teachers lack comprehensive knowledge and understanding of all components of CTM and MTSS and how it relates to their teaching.

## 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*
- *A PVO committee works to support the school community through volunteering, fundraising, staff appreciation, and special events.*

### Connectedness Areas of Growth

- *Students, teachers, and families have expressed dissatisfaction with the daily operation and functions of the school in the past school year. The Southwest campus had an LTS Net Promoter Score of 26.*
- *Low response rate for staff and parent surveys*

### Problem Statements Identifying Connectedness Needs

**Problem Statement 1:** Although parents are choosing to send their students to our school, historically there has been dissatisfaction with the school's performance and daily operations and functions of the school. **Critical Root Cause:** The school experienced inconsistent leadership prior to 2022 then high teacher turnover rate and high number of staff vacancies during the 2022-2023 school year.

# Priority Problem Statements

**Problem Statement 1:** Although we have seen improvement post-pandemic, proficiency levels are still not where they need to be based on SBAC '23 results.

**Critical Root Cause 1:** Post-pandemic learning gaps

**Problem Statement 1 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
- Economically disadvantaged
- Special education
- At-risk
- EL
- 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
  - 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
- Study of best practices


# 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   |  | Formative Reviews   |     |
|--|--|---|-----|
|  |  | Formative   |     |
|  |  | Feb   | May |
| <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</p> <p>Professional development on Identifying Standards, Unwrapping Standards, and creating common assessments</p> <p>Professional development on High Leverage Practices and engagement strategies</p> <p>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><br/>                     FRL, EL, IEP</p> <p><b>- Evidence Level:</b><br/>                     Strong</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</p> <p>Professional development on Identifying Standards, Unwrapping Standards, and creating common assessments</p> <p>Administer common assessments within the grade level and analyze results for planning reteaching and extension</p> <p>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><br/>FRL, EL, IEP</p> <p><b>- Evidence Level:</b><br/>Strong</p>   | <p><b>Formative</b></p> <p><b>Feb</b>  <b>May</b></p> |                                 | <p><b>Formative</b></p> <p><b>May</b></p> |
|   | <p><b>Formative</b></p> <p><b>May</b></p>  |                                 | <p><b>Formative</b></p> <p><b>May</b></p> |
| Improvement Strategy 3 Details  |  | Formative Reviews               |   |
| <p><b>Improvement Strategy 3:</b> 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><b>Action Step's Expected Result/Impact:</b> Administer Fall, Winter, Spring MAP assessments and analyze trends and skill needs. Administer AIMSweb benchmark assessments</p> <p>Professional development on MTSS best practices, progress monitoring and quality interventions.</p> <p>Invite students to all applicable intervention opportunities</p> <p>Plan and prepare intervention and tutoring sessions to align to student skill deficits</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><br/>FRL, EL</p> <p><b>- Evidence Level:</b><br/>Strong</p> | <p><b>Formative</b></p> <p><b>Feb</b>  <b>May</b></p> |                                 | <p><b>Formative</b></p> <p><b>May</b></p> |
|   | <p><b>Formative</b></p> <p><b>May</b></p>  |                                 | <p><b>Formative</b></p> <p><b>May</b></p> |
| <p><b>0%</b> No Progress</p>  |  | <p><b>100%</b> Accomplished</p> | <p><b>✗</b> Discontinue</p>               |
| <p><b>➔</b> Continue/Modify</p>   |  | <p><b>✗</b> 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   |     |
|--|--|---|-----|
|  |  | Feb   | May |
| <p><b>Improvement Strategy 1:</b> Professional development on Identifying Standards, Unwrapping Standards, and creating common assessments<br/>                     Administer common assessments within the grade level and analyze results for planning reteaching and extension<br/> <b>Action Step's Expected Result/Impact:</b> Administer Fall, Winter, Spring MAP assessments and analyze trends and skill needs.<br/>                     Individualized professional development for each team based on their own unique needs and challenges<br/>                     Teacher leads and administrators will analyze the coaching rubric to best coach and mentor teams<br/> <b>Position Responsible:</b> All teachers, staff, and administration will work together collaboratively to ensure that all improvement strategies are implemented<br/> <b>Identify All That Apply:</b><br/>                     FRL, EL, IEP<br/>                     - <b>Evidence Level:</b><br/>                     Strong</p> |  |  |     |
| <p>0% No Progress      100% Accomplished</p>   |  | <p>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   |     |
|--|--|---|-----|
|  |  | Feb   | May |
| <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<br/>Teachers send out weekly newsletter emails via Infinite Campus<br/>Daily communications as needed based on student discipline, academic concerns, etc.<br/>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><br/>FRL, EL, IEP</p> |  |  |     |
| <p>0% No Progress</p> <p>100% Accomplished</p> <p>Continue/Modify</p> <p>Discontinue</p>   |  |   |     |

# Plan Notes

## How to use this page:

- When you are reviewing parts of the plan you can record your notes in the table below. This will not create a notification so if you need quick follow up, send a quick note to the principal.
- Do not include sensitive information such as student or staff names in this notes space.



If more rows are needed, select inside a cell and use the "Row" button in the pop-up menu -

| Date     | Name          | Department                         | Notes & Feedback  | Campus Note  |
|----------|---------------|------------------------------------|---|--|
| example  | Sample user   | Campus and District Accountability | Welcome to Plan4Learning! Thank you for all that you do to care for our students and staff!   | If you have a response or follow up note you can add it here or reach out to the commenter directly! |
| 6/29/23  |               |                                    |   |  |
| 01/26/24 | Anna Reynolds | SPCSA                              | Fund Source Budgets page is inaccurate. Please enter estimated amounts as opposed to zeros in the areas where you have funds. Please view the "Transfer Guide" at <a href="https://spcsa.instructure.com/courses/68/modules/items/4682">https://spcsa.instructure.com/courses/68/modules/items/4682</a> to review how each section should be completed. |  |

| Date | Name | Department | Notes & Feedback | Campus Note |
|------|------|------------|------------------|-------------|
|      |      |            |                  |             |
|      |      |            |                  |             |
|      |      |            |                  |             |
|      |      |            |                  |             |
|      |      |            |                  |             |
|      |      |            |                  |             |
|      |      |            |                  |             |
|      |      |            |                  |             |
|      |      |            |                  |             |
|      |      |            |                  |             |
|      |      |            |                  |             |
|      |      |            |                  |             |

# Instructional Leadership Team

| Committee Role    | Name                | Position                  |
|-------------------|---------------------|---------------------------|
| Administrator     | Jessica Alanano     | Principal                 |
| Administrator     | Shira Wise          | Assistant Principal       |
| Administrator     | Stephanie Chapman   | Assistant Principal       |
| Classroom Teacher | Susanne Villagracia | Teacher                   |
| Classroom Teacher | Monique Pacheco     | Teacher                   |
| Classroom Teacher | Eric Harms          | Teacher                   |
| Classroom Teacher | Michelle Tousignant | Teacher                   |
| Paraprofessional  | Jessica Lewis       | SPED Paraprofessional     |
| Paraprofessional  | Tracy Griffin       | Academic Paraprofessional |
| Paraprofessional  | Ani Chrkhoyan       | EL Paraprofessional       |
| Parent            | Kate Ong            | Parent                    |
| Parent            | Anne Oelke          | parent                    |