



Legacy Traditional School
Southwest Las Vegas
2021-2022 School Performance Plan:
A Roadmap to Success

Legacy Traditional School, Southwest Las Vegas has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Victoria Welling for more information.

School Designations: Title I CSI TSI ATSI Zoom Victory



Principal: Victoria Welling
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School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	1543	.3%	29%	21%	12%	21%	1.8%	12%	5%	10.7%	40.7%
District	#	%	%	%	%	%	%	%	%	%	%
State	#	%	%	%	%	%	%	%	%	%	%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	District								17.9%	47.05%
2019	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	11.3%	N/A
	District								13.3%	TBA
2020	School	35%	N/A	N/A	65%	N/A	N/A	39.5%	TBD	TBD
	District									



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	NA	NA	NA
District			

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	399- ES (favorable) 383- MS (favorable)	380- ES (favorable) 367- MS (favorable)	367- ES (favorable) 349- ES (favorable)
District	370	355	344

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Victoria Welling	Principal(s) (required)
Shauni Sawchuk, Dr. Tracy Schroeder, Callie Frank	Other School Leader(s)/Administrator(s) (required)
Tiffany Thompson, Heather Felabom, Christopher Olmstead, Eric Harms, Gina Gentile, Susanne Villagrancia, Crista Hanson, Regina Lingenfelter	Teacher(s) (required)
Tiffany Robinson	Paraprofessional(s) (required)
Heather Vallejos, Stephanie Miranda	Parent(s) (required)
NA	Student(s) (required for secondary schools)
NA	Tribes/Tribal Orgs (if present in community)
NA	Specialized Instructional Support Personnel (if appropriate)
<i>*Add rows as needed</i>	



School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Curriculum Night	9/28 & 9/30 5-7	600	<ul style="list-style-type: none">• Parents loved knowing what their children are doing academically each day• Need to hold Curriculum Night within first two weeks of school
Title 1 Parent Meeting	9/28 & 9/30 5-7	35	<ul style="list-style-type: none">• Parents seemed to be interested in Title 1 criteria and resources• Want to involve more parents• Promote both online and in-person platforms to increase attendance
Parent Teacher Conferences	10/15 all day	1300	<ul style="list-style-type: none">• Parents impressed with proactive teacher communication about student's current progress- especially the student's that are struggling• Parents appreciated the option for online• Some parents prefer to have printed report cards- not just virtual option



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	<i>MAPS, SBAC, AIMS Web, Learning Farm, CommonLit, Unit Tests, CSA/CFA,</i>	<i>Survey (parent satisfaction survey), State School Climate Survey, # of referrals to counselor/AP, FRL, Peer Groups, Class Culture padlet/survey/Jamboard, Charter Authority Focus Groups</i>	<i>BLOOMS Objectives, Lesson Plans, Curriculum (StudySync, Spalding, Mozart/Momentum, Novel Studies JH, Journey's Performance Tasks, Quarterly Essays, Saxon Power Up Problem Solving Question, Presentations/Public Speaking, Cursive, SEF, STEAM curriculum, RISE, Long Term Projects (6-8), Science Weekly Standards Test, Grade level S.S.</i>
Problem Statement	<i>65% of actively enrolled students are not meeting proficiency on the mathematics state assessments.</i>		
Critical Root Causes	<p><i>Saxon does not match the grade level standards.</i></p> <p><i>Lack of student attendance through COVID-19 quarantine.</i></p> <p><i>Lack of instruction through COVID-19 quarantine.</i></p> <p><i>Access to appropriate curriculum through COVID-19 quarantine.</i></p> <p><i>Lack of structure for an appropriate and productive learning environment through COVID-19 quarantine.</i></p> <p><i>CCSD teaches at a lower level than Legacy, therefore new students are starting the curriculum already behind.</i></p> <p><i>Opening in the 19-20 school year the students enrolled in their current grade levels were learning a grade level above in math mathematics.</i></p> <p><i>3-8 Students changed mathematics curriculum to My Math</i></p> <p><i>K-2 never finished their curriculum, then had to start over in a different grade level in the Saxon curriculum</i></p> <p><i>Academic mathematical vocabulary is not addressed in the curriculum with fidelity.</i></p> <p><i>Still not progress monitoring with an effective program (AIMS Web).</i></p>		



Part B

Student Success	
School Goal: <i>As a school, combined grade bands will score an average of 1% above the state proficiency average on state math assessments; Grades 3-8 combined SBAC proficiency & Grades K-2 combined MAP</i>	Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth.
Improvement Strategy: (Instruction) <i>Differentiation, High level DOK questions, constructed responses, language objectives, bellwork, focus on essential standards for instruction, cross-curriculum focus on standards</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2- Moderate Energy Bus by John Gordon Closing the Attitude Gap by Baruti Kafele Whole Brain Teaching by Chris Biffle SBAC scores MAP scores	
Intended Outcomes: Teachers will collaborate, scaffold, and differentiate instruction to ensure that students improve their state testing scores to reach the goal of a combined average that is 1% above state average	
Action Steps: <ul style="list-style-type: none">● Get baseline data● Use interventions strategies (tutoring, RTI, etc)● Monitor students with focus skills that they need● Reassess and reevaluate throughout school year● Refocus on the intentional interventions● Discuss data in CTMs to continue, reteach, or move on● Student-led goal setting● Hire new positions to assist students as needed: Instructional coach, paras, school counselor	
Resources Needed: <ul style="list-style-type: none">● Progress Monitoring resources● Accurate standardized benchmarking program	



- Leveled readers for younger reader
- Decodable books for younger grades
- Academic vocabulary across the board- printouts for everyone
- Reading specialists & math specialists
- STEM research project

Challenges to Tackle:

- COVID- social-emotional, maturity, academic issues
- Lack of funds to purchase resources
- Absences/make-up work due to sickness/quarantine
- Lack of supplemental resources
- In need of resource drive from subject matter experts
- Resources need to be organized to be more accessible
- Need time for peer observation to increase teacher effectiveness
- Instructional rounds
- Lack of parental support
- Sometimes assignments are given out, but it isn't taught as well as it should have been

Improvement Strategy: Intervention & Tutoring

3 sessions of Saturday school, tutoring, I&E time, small group instruction, differentiation, *intersession tutoring*, *AIMSweb*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2- Moderate

Why can't we get it right? By Marsha Speck, Carol Knight

Tutoring tracker

RTI

Saturday School tracker

Intended Outcomes:

Teachers will collaborate, scaffold, and differentiate with intentional intervention and tutoring to support our goal.

Action Steps:

- Get baseline data
- Use interventions strategies (tutoring, RTI, etc)
- Monitor students with focus skills that they need
- Reassess and reevaluate throughout school year



- Refocus on the intentional interventions
- Discuss data in CTMs to continue, reteach, or move on
- Student-led goal setting

Resources Needed:

- Progress Monitoring resources
- Accurate standardized benchmarking program
- Leveled readers for younger reader
- Decodable books for younger grades
- Academic vocabulary across the board- printouts for everyone
- Reading specialists & math specialists
- STEM research project

Challenges to Tackle:

- COVID- social-emotional, maturity, academic issues
- Lack of funds to purchase resources
- Absences/make-up work due to sickness/quarantine
- Lack of supplemental resources
- In need of resource drive from subject matter experts
- Resources need to be organized to be more accessible
- Need time for peer observation to increase teacher effectiveness
- Instructional rounds
- Lack of parental support
- Sometimes assignments are given out, but it isn't taught as well as it should have been

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: EL Framework strategies, EL paras, Real world situations, EL tutoring, use of EL coordinator, books ordered in native language, ELLevation

Foster/Homeless: Clothing and materials, free breakfast/lunch, counselor, psychologist, family services, McKinney-Vento

Free and Reduced Lunch: Clothing and materials, tutoring, Saturday School

Migrant: Using EL staff to make connections, free lunch/breakfast



Racial/Ethnic Minorities: Tutoring, jackets, clothing, LKC scholarships,
 Students with IEPs: IEP minutes, I&E time, tutoring,

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>Lesson Plans, CTM's, CultivatED, Individualized Data Driven Instruction, Professional Development, DOK Level Questions, Small Groups/I & E Block, Tutoring (AM/PM/Spring Break), SBAC Saturday School, Summer School.</i>	<i>Observations, Feedback, HLP's, Formals, Mini PD's/PD-to-Go, Schoology Courses, Mentoring/Coaching. Reflective Practice, Team Leader, Instructional Coach, District Lead Meetings, Tiger Talk/Staff Meetings/Lead Meetings, Data Intervention Strategist, CTM's, AIMSweb</i>	<i>Observations, Feedback, HLP's, Formals, Mini PD's/PD-to-Go, CTM's, Grade Level Meetings, EL Trainings, CultivatED, MTSS, District Lead Meetings, SPP Meetings, Tiger Talk/Staff Meetings/Lead Meetings, Conference Attendance, SBAC Data Meetings,</i>
Problem Statement	Legacy Traditional School as a district, puts strain on teachers by changing processes, curriculum, and expectations. As a result, these high expectations placed on teachers have exceeded reasonable manageability.		
Critical Root Causes	<p><i>There are many different academic levels of students at the school that each teacher has to address with "data-driven" decisions at an individualized level.</i></p> <p><i>COVID-19 has put strain on teachers' social emotional wellbeing.</i></p> <p><i>Teachers must work with the strains put on students and families by COVID-19 (Lack of instruction, social emotional wellbeing, lack of attendance due to quarantine)</i></p> <p><i>Teachers are going from teaching virtually, to in-person, to hybrid and have to adapt to the different teaching environments in real-time.</i></p> <p><i>No time to prepare for changes.</i></p> <p><i>Lack of connection to the students.</i></p> <p><i>Teachers not knowing how to use the full curriculum with fidelity</i></p> <p><i>Teachers do not receive adequate training for curriculum</i></p> <p><i>Teachers need to receive all of the parts of the curriculum</i></p>		



*Teachers feel as though they do not have enough voice when it comes to the process of how they instruct the curriculum
 Select teachers feel they do not need the professional development that the school/district offers.
 Teachers have a “fixed” mindset when it comes to professional development needs.*

Part B

Adult Learning Culture	
School Goal: Train teachers with social emotional curriculum and grade-level curriculum so they are better prepared to be effective teachers	STIP Connection: Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.
Improvement Strategy: SEL Training	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3- Promising Start with Why by Simon Sinek Gift of Happiness pamphlet 2016 by Cure for the People The Leadership Challenge by Barry Posner & James Kouzes	
Intended Outcomes: Teachers feel more safe, stable, and confident in their ability to effectively teach their class and manage their workload	
Action Steps: <ul style="list-style-type: none"> ● Support teachers with SEL during the post-pandemic year ● Provide PDs in various formats 	
Resources Needed: <ul style="list-style-type: none"> ● Adult SEL videos/curriculum ● Training opportunities ● SEL resources to provide to teachers- hotlines, etc. 	
Challenges to Tackle: <ul style="list-style-type: none"> ● <i>COVID-19 has put strain on teachers’ social emotional wellbeing.</i> ● <i>Teachers must work with the strains put on students and families by COVID-19 (Lack of instruction, social emotional wellbeing, lack of attendance due to quarantine)</i> ● <i>No time to prepare for changes.</i> ● <i>Some teachers don’t express their SE challenges that they are facing</i> 	



Improvement Strategy: Curriculum: Mentoring and preparation

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2- Moderate

Teach Like a Champion 2.0 by Doug Lemov

Get Better Faster Paul Bambrick-Santoyo

Implementing Change: Patterns, Principles, and Potholes, 4th edition by Gene Hall and Shirley Hord

Learning by Doing by DuFour, DuFour, Eaker, Eaker, Many, Mattos

Intended Outcomes: Teachers will feel confident in their ability to teach the curriculum, to prepare lesson plans, and mentor other teachers.

Action Steps:

- More training opportunities from curriculum representatives
- PDs in various formats
- Opportunities for peer observation
- Opportunities to mentor other teachers to share knowledge of curriculum

Resources Needed:

- Funds for Curriculum training
- PD time set aside for trainings
- Peer observation forms

Challenges to Tackle:

- There are many different academic levels of students at the school that each teacher has to address with “data-driven” decisions at an individualized level.
- No time to prepare for changes.
- Teachers not knowing how to use the full curriculum with fidelity
- Teachers do not receive adequate training for curriculum
- Teachers need to receive all of the parts of the curriculum
- Teachers feel as though they do not have enough voice when it comes to the process of how they instruct the curriculum

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: EL Framework strategies, EL paras, Real world situations, EL tutoring, use of EL coordinator, books ordered in native language, ELlevation

Foster/Homeless: Clothing and materials, free breakfast/lunch, counselor, psychologist, family services, McKinney-Vento



Free and Reduced Lunch: Clothing and materials, tutoring, Saturday School

Migrant: Using EL staff to make connections, free lunch/breakfast

Racial/Ethnic Minorities: Tutoring, jackets, clothing, LKC scholarships,

Students with IEPs: IEP minutes, I&E time, tutoring,

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Weekly Emails, Schoology, Communication Letters, Caught-Ya's, Positive Phone Calls, Restorative Justice (training & Practice), Positive Discipline, Classroom incentives & rewards, Building Rapport, Award Ceremonies, Clubs/Sports/Musical/Concerts, Flag Ceremony, Taj the Tiger, PRIDE Day, APEX Fun Run, Conferences, Dances, Graduations & Promotion Ceremonies, STUCO, NJHS, ENHS,</i>	<i>Tiger Talk, Meetings, SOM/TOM, FOOD/Dancing, Raffles, Bulletin Board of the Month, Kudos, End of the Year Awards, Team Building Activities, PAWSome Committee, Legacy Lights, Flag Ceremony, PVO, APEX Fun Run, Movie in the Field, Winter Party, End of Year Party, Teacher Appreciation Week,</i>	<i>School Waitlist, Facebook, Flag Ceremony, PVO, FRL, BTSN, Curriculum Night, Meet the Teacher, Picnic in the Park, APEX Fun Run, Fundraisers, Festivals, Conferences, Performances, Graduation & Promotion Ceremonies</i>
Problem Statement	<i>Parents at Legacy Traditional School Southwest are not understanding the rigor and pace of the school's curriculum and high expectations of K-8 students.</i>		
Critical Root Causes	<i>Parents do not think that students are explicitly taught how to read at the school. Parents are not showcasing a "growth mindset" when it comes to helping the student(s). Parents & the community miss the communication facets to help and inform them. Parents may not understand what the school/teacher(s) are informing them of. There are 14 different languages spoken at the school, therefore there are language and cultural differences.</i>		



	<p><i>Our EL population is the highest in the Legacy Traditional School district. Generation gap (technology, social, education practices) COVID-19 has put strain on families' social emotional wellbeing.</i></p>
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Part B

Connectedness	
<p>School Goal: The school will provide constant and direct communication about school events that involve students, staff, families and community by providing information through at least two different facets.</p>	<p>STIP Connection: Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.</p>
<p>Improvement Strategy: Constant communication to families twice per week by email, text, and social media regarding school events, announcements, and reminders.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1- Strong Communications sent to families, Facebook posts, texts</p>	
<p>Intended Outcomes: Building Tiger community in a consistent manner</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Send communication twice a week via different platforms ● Keep families informed ● Respond to emails and phone calls within 24 hours 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Social media accounts ● Telephone, internet, email access ● Family contact info 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● Parental involvement ● Contact info inaccurate ● Parents & the community miss the communication facets to help and inform them. 	



- Parents may not understand what the school/teacher(s) are informing them of.
- There are 14 different languages spoken at the school, therefore there are language and cultural differences.
- Our EL population is the highest in the Legacy Traditional School district.
- Generation gap (technology, social, education practices)
- COVID-19 has put strain on families' social emotional wellbeing.

Improvement Strategy: Direct communication to families about announcements, events, and reminders.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2- Moderate
Communications sent to families, Facebook posts, texts

Intended Outcomes: Building Tiger community in a clear, concise way

Action Steps:

- Send communication twice a week via different platforms
- Keep families informed
- Respond to emails and phone calls within 24 hours
- Multiple people to read communications to ensure their clarity
- Send important notes home with students

Resources Needed:

- Social media accounts
- Telephone, internet, email access
- Family contact info

Challenges to Tackle:

- Parental involvement
- Contact info inaccurate
- Parents & the community miss the communication facets to help and inform them.
- Parents may not understand what the school/teacher(s) are informing them of.
- There are 14 different languages spoken at the school, therefore there are language and cultural differences.
- Our EL population is the highest in the Legacy Traditional School district.
- Generation gap (technology, social, education practices)
- COVID-19 has put strain on families' social emotional wellbeing.



Equity Supports. What, specifically, will we do to support the following student groups around this goal?

- English Learners: Communicate via different platforms, send notes home
- Foster/Homeless: Communicate via different platforms, send notes home
- Free and Reduced Lunch: Communicate via different platforms, send notes home
- Migrant: Communicate via different platforms, send notes home
- Racial/Ethnic Minorities: Communicate via different platforms, send notes home
- Students with IEPs: Communicate via different platforms, send notes home

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
<i>Title 1</i>	305,325	<i>Callie- IC, Myles-para, Amber-para</i>	Train teachers with social emotional curriculum and grade-level curriculum so they are better prepared to be effective teachers
Title 2	92,687	All PD	Train teachers with social emotional curriculum and grade-level curriculum so they are better prepared to be effective teachers
IDEA	112,339	People, resources	<i>As a school, combined grade bands will score an average of 1% above the state proficiency average on state math</i>



			<i>assessments; Grades 3-8 combined SBAC proficiency & Grades K-2 combined MAP</i>
Esser2 II	345,517	Stipends, counselor	<i>As a school, combined grade bands will score an average of 1% above the state proficiency average on state math assessments; Grades 3-8 combined SBAC proficiency & Grades K-2 combined MAP</i>