

State Public Charter School Authority

Legacy Traditional School North Valley Elementary School

2024-2025 School Performance Plan

Classification: 1 Star School

Distinction Designations:

Title I
CSI



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

Mission Statement

Legacy Traditional Schools' mission is to provide all students with the 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 (Add a link to the school's School Rating Report.)

https://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/legacy_traditional_school_north_valley/2024

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Comprehensive Needs Assessment

Revised/Approved: October 22, 2024

Student Success

Student Success Summary

North Valley ES lowered chronic absenteeism from 26.3% on the 22/23 NSPF to 18.7% on the 23/24 NSPF, earning three additional points on the 2023-2024 NSPF. Students also reported that it improved the overall culture and learning environment, making students want to come to school.

Student Success Strengths

North Valley ES lowered chronic absenteeism from 26.3% on the 22/23 NSPF to 18.7% on the 23/24 NSPF, earning three additional points. This provided students with additional learning opportunities throughout the school year.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Legacy Traditional School North Valley faces challenges in achieving a 3-star rating or higher at its elementary school campus. The 23-24 star rating decreased from a 2-star to a 1-star rating on the 2023-2024 NSPF. **Critical Root Cause:** Ineffective Tier 1 instruction.

Problem Statement 2 (Prioritized): Legacy Traditional School North Valley faces challenges in achieving a 3-star rating or higher at its elementary school campus. The 23-24 star rating decreased from a 2-star to a 1-star rating on the 2023-2024 NSPF. **Critical Root Cause:** Ineffective Tier 1 instruction and teacher's struggling to implement Specially Designed Instruction (SDI).

Adult Learning Culture

Adult Learning Culture Summary

School leaders allow teachers to participate in weekly PLC and RTI meetings. The administration actively participates in these meetings, as measured by the PLC administration tracker and lead teacher accountability tracker.

Adult Learning Culture Strengths

In year three of the PLC and MTSS process at North Valley, teachers have a better understanding of the process. They can now facilitate this as grade-level teams with support from our instructional coach and administration to improve Tier 1 instruction and Tier 2 intervention campus-wide.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): The PLC and RTI process is often seen as a component to comply with rather than a research-based school improvement strategy to integrate into their instructional approach. The administration will attend 100 percent of PLC and RTI meetings as measured by the PLC administration tracker and lead teacher accountability tracker. **Critical Root Cause:** In the past, the administration did not attend all PLC meetings and, when attending, did not actively participate.

Connectedness

Connectedness Summary

Families have reported they are pleased to have an alternative to the local school district.

Connectedness Strengths

As a school, we have worked with parents and families to gather feedback on areas for improvement through surveys, parent nights, newsletters, and weekly communication. Based on this feedback, we hold monthly meetings for parents.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Although parents are choosing to send their students to our school, historically, there has been dissatisfaction with the school's performance, daily operations, and functions. We will increase our NPS rating from the parent survey data from Spring 24 of -13 to Spring 25 at above 0. **Critical Root Cause:** Lacking in school-wide communication and not gathering feedback from families.

Stakeholder Engagement

Stakeholder Engagement Summary

Prompt	Response
<p>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.</p>	<p>North Valley holds monthly Parent nights to gain feedback on parent needs. Parents have stated that they need additional training on student curriculum. The 24-25 monthly parent nights focus on parents understanding the school-wide curriculum and how to better support all students.</p>
<p>What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?</p>	<p>The lesson learned was that we need to better support our parents in helping their students academically. Our parents are willing to support our student's academic progress, but we must teach them how to support students better.</p>
<p>What has worked well in your previous engagement efforts? What might you do differently to increase or improve engagement moving forward?</p>	<p>Our volunteer involvement has increased, as measured by our parent volunteer sign-up sheet. This was accomplished through our school-wide engagement efforts. This year, we are focused on better supporting our families with an understanding of school-wide academic systems and processes through monthly parent nights, as requested by our families.</p>

Stakeholder Engagement Strengths

Offering additional opportunities to support the school increased parent volunteering and engagement. To support this effort, a school-wide sign-up and volunteer orientation were enacted. We improved the overall culture on campus, as evidenced by the 23-24 employee rating survey.

Problem Statements Identifying Stakeholder Engagement Needs

Problem Statement 1: Parents report that school-wide communication methods are inconsistent and come from too many communication sources. **Critical Root Cause:** We are using multiple communication methods.

Priority Problem Statements

Problem Statement 1: Legacy Traditional School North Valley faces challenges in achieving a 3-star rating or higher at its elementary school campus. The 23-24 star rating decreased from a 2-star to a 1-star rating on the 2023-2024 NSPF.

Critical Root Cause 1: Ineffective Tier 1 instruction.

Problem Statement 1 Areas: Student Success

Problem Statement 2: The PLC and RTI process is often seen as a component to comply with rather than a research-based school improvement strategy to integrate into their instructional approach. The administration will attend 100 percent of PLC and RTI meetings as measured by the PLC administration tracker and lead teacher accountability tracker.

Critical Root Cause 2: In the past, the administration did not attend all PLC meetings and, when attending, did not actively participate.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Although parents are choosing to send their students to our school, historically, there has been dissatisfaction with the school's performance, daily operations, and functions. We will increase our NPS rating from the parent survey data from Spring 24 of -13 to Spring 25 at above 0.

Critical Root Cause 3: Lacking in school-wide communication and not gathering feedback from families.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: Legacy Traditional School North Valley faces challenges in achieving a 3-star rating or higher at its elementary school campus. The 23-24 star rating decreased from a 2-star to a 1-star rating on the 2023-2024 NSPF.

Critical Root Cause 4: Ineffective Tier 1 instruction and teacher's struggling to implement Specially Designed Instruction (SDI).

Problem Statement 4 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
- College and career readiness goals
- Prior year improvement plans - Needs Assessment
- 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

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data

Student Data: Assessments

- English Language Proficiency Assessment System 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
- Male/Female
- Special education
- At-risk
- EL
- Section 504 data
- Homeless data
- Foster
- Gifted and talented data
- Dyslexia data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI)

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Social Emotional Learning
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- 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
- Equity data
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity building resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals





Goal 1: The North Valley campus will improve the school's NSPF index score from 14 to a minimum of 50, as measured by the Spring 2025 SBAC assessment results.

Aligns with District Priority

Annual Performance Objective 1: The North Valley campus will improve the school's NSPF index score from 14 to a minimum of 50, as measured by the Spring 2025 SBAC assessment results.

Evaluation Data Sources: Fall, Winter, and Spring MAP benchmark data, Fall, Winter, and Spring benchmark AIMSweb data, PLC Essential standard data, RTI progress monitoring data

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Standards-based instruction in ELA and Math, Utilization of High Leverage Practices in instruction, identified approaching students for intervention strategies, including Saturday School, Tutoring, identify emerging and approaching students to work in small groups with reading and math interventionists. Weekly Collaborative Team Meetings (PLC) and Multi-Level Tiered Support System (RTI) grade-level meetings are facilitated by the lead teacher and administration. Provide professional development on research-based instructional practices to support EL students. Enforce and monitor EL tutoring for all identified students. Ensure all attendance is coded correctly within Infinite Campus. Students with chronic absenteeism are identified and supported to improve attendance.</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>Formative Measures: Action Steps; Administer the Fall, Winter, and Spring Map Test Administer the Fall, Winter, and Spring AIMSWeb benchmark assessments Identify all approaching students in both ELA and Math Share the data with teachers in a Professional Development Invite students to all applicable intervention opportunities Professional Development on Identifying Standards, Unwrapping Standards, and creating common assessments Professional Development on High Leverage Practices, engagement strategies, and best practices for EL students Monthly monitoring of attendance to ensure that coding is done correctly and students at risk are identified and provided support Determine what financial resources are available.</p> <p>Expected Result/Impact; As measured by the Spring MAP assessment, 70% or more of currently enrolled students in Kindergarten through 8th grade will meet or exceed their student growth target in both ELA and Math.</p> <p>Position Responsible: Administration, Instructional Leadership Team, Persistence Committee</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> <p>Resources and Funding Needed: Staffing - Title I, Pt. A, Professional Development - Title II, Pt. A, Tutoring - General Funds</p>	Status Check		
	Feb	May	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 1: Legacy Traditional School North Valley faces challenges in achieving a 3-star rating or higher at its elementary school campus. The 23-24 star rating decreased from a 2-star to a 1-star rating on the 2023-2024 NSPF. **Critical Root Cause:** Ineffective Tier 1 instruction.

Goal 2: All teachers will participate in weekly PLC and RTI meetings to ensure students progress towards and master grade-level NVACS. The the administration will attend 100 percent of PLC and RTI meetings as measured by the PLC administration tracker and lead teacher accountability tracker.

Aligns with District Priority


Annual Performance Objective 1: All teachers will participate in weekly PLC and RTI meetings to ensure students progress towards and master grade-level NVACS. The administration will attend 100 percent of PLC and RTI meetings as measured by the PLC administration tracker and lead teacher accountability tracker.

Evaluation Data Sources: PLC formative data, Winter and Spring formative MAP Data, Winter and Spring formative Aimsweb data

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: The instructional coach and administration will support the lead teachers with weekly check-ins to prepare for upcoming PLC or MTSS meetings. Weekly feedback on positive items and the next steps will be provided to the teams to support them in continuous learning of the PLC and MTSS process.</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: Action Step's; Assign each administrator to grade band supervision, tier teacher/grade levels based on specific needs to provide direct support, all stakeholders attend PLC and RTI with fidelity, evaluate/Analyze all PLC and RTI documentation, and provide support through professional development.</p> <p>Expected Result/Impact; Utilize more time and resources for more frequent professional development opportunities. Develop a coaching rubric to evaluate the implementation of PLC and RTI Increase teacher motivation for the PLC and RTI process.</p> <p>Position Responsible: Administration, Instructional Leadership Team</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p> <p>Resources and Funding Needed: Professional Development - Title II, Pt. A, Staffing - General Funds</p>	Status Check		
	Feb	May	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: The PLC and RTI process is often seen as a component to comply with rather than a research-based school improvement strategy to integrate into their instructional approach. The administration will attend 100 percent of PLC and RTI meetings as measured by the PLC administration tracker and lead teacher accountability tracker.


Critical Root Cause: In the past, the administration did not attend all PLC meetings and, when attending, did not actively participate.


Goal 3: We will increase our NPS rating from the parent survey data from Spring 24 of -13 to Spring 25 to 0 or above 0 on a scale of -100 to 100.


Aligns with District Priority


Annual Performance Objective 1: We will increase our NPS rating from the parent survey data from Spring 24 to Spring 25 to above 0 on a scale of -100 to 100. At the time of writing this plan we do not have a updated Spring NPS score. Once we obtain our Spring 2025 data we will revise the goal accordingly.

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: As a school community, we will all focus on improving communication among all stakeholders. The administration is working closely with the PVO board and persistence committee to help foster more parental involvement.</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: Action Step's; Employed an entirely new administrative team Approximately 90% of the teaching positions are filled, and we will continue to fill any vacancies actively. The administrative team sends out a weekly email to parents As needed, recorded messages from the principal are sent out to parents Teachers send out weekly emails Daily communications as needed based on student discipline, academic concerns, etc. Parents are encouraged to attend school events, including flag ceremonies, recitation of poems, awards ceremonies, PVO meetings, athletic events, and other events.</p> <p>Expected Result/Impact; We will increase our NPS rating from the parent survey data from Spring 24 of -13 to Spring 25 of above 0.</p> <p>Position Responsible: Administration, PVO board, Persistence committee, and School leadership team</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p> <p>Resources and Funding Needed: Professional learning for all staff - Title II, Pt. A</p>	Status Check		
	Feb	May	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Annual Performance Objective 1 Problem Statements:





Connectedness

Problem Statement 1: Although parents are choosing to send their students to our school, historically, there has been dissatisfaction with the school's performance, daily operations, and functions. We will increase our NPS rating from the parent survey data from Spring 24 of -13 to Spring 25 at above 0. **Critical Root Cause:** Lacking in school-wide communication and not gathering feedback from families.

Goal 4: The North Valley campus will increase the proficiency rates of students with IEPs in math and ELA by 5%, as measured by the Spring 2025 SBAC scores. For ELA students, proficiency rates will increase from 16% to 21%, as measured by the Spring 2024 to the Spring 2025 SBAC. For Math students, proficiency rates will increase from 1% to 6%, as measured by the Spring 2024 to the Spring 2025 SBAC.

Annual Performance Objective 1: The North Valley campus will increase the proficiency rates of students with IEPs in math and ELA by 5%, as measured by the Spring 2025 SBAC scores. For ELA students, proficiency rates will increase from 16% to 21%, as measured by the Spring 2024 to the Spring 2025 SBAC. For Math students, proficiency rates will increase from 1% to 6%, as measured by the Spring 2024 to the Spring 2025 SBAC.

Evaluation Data Sources: Spring 2025 SBAC scores compared to Spring 2024 scores Winter MAP Data in both math and ELA CTM and MTSS data in both math and ELA Winter AIMS web benchmark data in both math and ELA Monthly attendance monitoring of chronic absenteeism Quarterly monitoring of progress toward IEP goals Ensure SBAC participation is over 95%

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: In addition to the school's improvement strategy for student success: Standards-based instruction in ELA and Math, Utilization of High Leverage Practices in instruction, identified approaching students for intervention strategies, including Saturday School, Tutoring, identify emerging and approaching students to work in small groups with reading and math interventionists. Weekly Collaborative Team Meetings (PLC) and Multi-Level Tiered Support System (RTI) grade-level meetings are facilitated by the lead teacher and administration. Provide professional development on research-based instructional practices to support EL students. Enforce and monitor EL tutoring for all identified students. Ensure all attendance is coded correctly within Infinite Campus. Students with chronic absenteeism are identified and supported to improve attendance. We will: 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. 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. Teaching and Teacher Education. https://www.sciencedirect.com/science/article/abs/pii/S0742051X07000066 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 Test Administer the Fall, Winter and Spring AIMSWeb benchmark assessments Identify all approaching/emerging students with an IEP in both ELA and Math Share the data with teachers in a Professional Development Invite students to all applicable intervention opportunities Professional Development on Identifying Standards, Unwrapping Standards, and creating common assessments Work collaboratively with the general education and special education teacher to provide a comprehensive instructional model for the student Professional Development on High Leverage Practices, engagement strategies, and best practices for Special Education students</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: Students with Disabilities - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 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:

Student Success

Problem Statement 2: Legacy Traditional School North Valley faces challenges in achieving a 3-star rating or higher at its elementary school campus. The 23-24 star rating decreased from a 2-star to a 1-star rating on the 2023-2024 NSPF. **Critical Root Cause:** Ineffective Tier 1 instruction and teacher's struggling to implement Specially Designed Instruction (SDI).

Persistence Committee

Team Role	Name	Position
Teacher	Stephanie Upton	Teacher
Teacher	Sandra Cosey	Teacher
Parent	Joleen Gamboa	Parent
Parent	Nancy Quezada	Parent
Support Staff	Kim Van Aken	Registrar
Support Staff	Laura Batista	Support Staff
Administrator	Frank Palmeiri	Director of Operations
Administrator	Kendrick Kumabe	Assistant Principal
Administrator	Brian Campbell	Principal
Administrator	Lamont Colquitt	assistant principal
Classroom Teacher	Allen James	teacher
Classroom Teacher	Tami Budo	first grade teacher
Classroom Teacher	Denise Hawkins	kindergarten teacher
Administrator	Julene Ballard	assistant principal

Campus Instructional Leadership Team

Team Role	Name	Position
Administrator	Kendrick Kumabe	Assistant Principal
Administrator	Frank Palamieri	Director of Operations
Administrator	Lamont Colquitt	assistant principal
Administrator	Julene Ballard	assistant principal
Classroom Teacher	Quantesia Tennyson	fourth grade teacher
Classroom Teacher	Lori Taylor	third grade teacher
Classroom Teacher	Kylene Pizarro	first grade teacher
Classroom Teacher	Sandra Cosey	kindergarten teacher
Administrator	Brian Campbell	Principal

School Funding Summary

General Funds					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutoring		\$0.00
2	1	1	Staffing		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,518,840.00
+/- Difference					\$2,518,840.00
IDEA-B					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$89,760.00
+/- Difference					\$89,760.00
Title I, Pt. A					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Staffing		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$147,209.00
+/- Difference					\$147,209.00
Title II, Pt. A					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development		\$0.00
2	1	1	Professional Development		\$0.00
3	1	1	Professional learning for all staff		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$34,280.00
+/- Difference					\$34,280.00

Title III - ELL					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$516.00
+/- Difference					\$516.00
McKinney-Vento					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP ESSER (Includes Final One Third)					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP ESSER IDEA-B					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
BSCA Stronger Connections					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$108,121.00
+/- Difference					\$108,121.00

Other (Specify source name within the strategy)

Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$2,898,726.00
Grand Total Spent					\$0.00
+/- Difference					\$2,898,726.00

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, Literary Specialist - Cadence Campus; JoLyn Bradshaw, Reading Interventionist, Literary Specialist - North Valley Campus; Stephanie Miranda, Reading Interventionist, Literary 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%