State Public Charter School Authority



Legacy Traditional School North Valley Elementary School

Classification: 4 Star School

Title I, ATSI

2025-2026 School Improvement Plan

District Approval Date:
April 9, 2025

Public Presentation Date:
April 9, 2025

Generated by Plan4Learning.com
October 23, 2026 at 10:45 AM

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.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

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.

Areas for Growth

North Valley ES students did not make adequate growth as measured in both Math and ELA as measured by the AGP and MGP criteria on the Spring 23-24 SBAC.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Recruiting and retaining effective employees to conduct EL tutoring.	Utilize the EL Director to provide opportunities for professional development to develop current employees to fit this role.
Foster/Homeless	Recruiting and retaining a school counselor.	Work with talent acquisition team to recruit and retain quality candidates.
Free and Reduced Lunch	Struggling to close the existing educational gaps that students are entering with.	Restructuring of the master schedule to provide more intentional intervention based on data for both Math and ELA.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Recruiting and retaining a school counselor who can address students who experience stress related to discrimination, cultural identity, or social marginalization.	Work with talent acquisition team to recruit and retain quality candidates that can provide culturally competent mental health support.
Students with IEPs	Recruiting & retaining special education teachers, interventionists, speech therapists, and occupational therapists.	Work with talent acquisition team to recruit and retain quality candidates.

Problem Statements Identifying Student Success Needs

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

★ = Priority

Adult Learning Culture

Areas of Strength

In year four 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.

Areas for Growth

While there is a better understanding of the PLC process, teachers are still struggling to connect standards and learning targets to lesson planning, and internalization of lesson plans, and desired outcomes in order to provide high quality Tier 1 instruction.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teachers are not incorporating English Language Development (ELD) in their lesson planning to support EL learners to access grade level content.	Utilize the EL Director to provide opportunities for professional development to develop current employees with incorporating these strategies in their lesson plans.
Foster/Homeless	Teachers are not incorporating instructional best practices to support the instructional and social emotional needs of the foster/homeless student group.	Provide professional development on professional best practices and social emotional learning for all teachers.
Free and Reduced Lunch	Struggling to close the existing educational gaps that students are entering with.	Restructuring of the master schedule to provide more intentional intervention based on data for both Math and ELA.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Teachers are struggling with the proper implementation of the PLC process to include effective Tier 1 instruction that is geared to support learning gaps of the racial/ethnic minority population.	District leadership will provide ongoing professional development and progress monitoring of the PLC process on campus.

Student Group	Challenge	Solution
Students with IEPs	Recruiting & retaining special education teachers, interventionists, speech therapists, and occupational therapists that understand Tier 1 instruction and Specially Designed Instruction who can work collaboratively in a PLC with general education teachers.	Work with talent acquisition team to recruit and retain quality candidates.

Problem Statements Identifying Adult Learning Culture Needs

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

★ = Priority

Connectedness

Areas of Strength

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

Areas for Growth

The parent satisfaction survey generates a score from -100 to 100 with 0 being recognized as a good rating. In the Spring of 2023, the NPS score was 10. This score declined in the Spring of 2024 to -13.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We have a low participation rate of the family survey for both the Fall and Spring, which means that not all of the sub group population are responding to the survey.	Ensure communication is sent out in multiple languages and in multiple formats; email, text, social media, and providing a space on campus where parents can come fill out the survey in person.
Foster/Homeless	We have a low participation rate of the family survey for both the Fall and Spring, which means that not all of the sub group population are responding to the survey.	Ensure communication is sent out in multiple languages and in multiple formats; email, text, social media, and providing a space on campus where parents can come fill out the survey in person.
Free and Reduced Lunch	We have a low participation rate of the family survey for both the Fall and Spring, which means that not all of the sub group population are responding to the survey.	Ensure communication is sent out in multiple languages and in multiple formats; email, text, social media, and providing a space on campus where parents can come fill out the survey in person.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	We have a low participation rate of the family survey for both the Fall and Spring, which means that not all of the sub group population are responding to the survey.	Ensure communication is sent out in multiple languages and in multiple formats; email, text, social media, and providing a space on campus where parents can come fill out the survey in person.

Student Group	Challenge	Solution
Students with IEPs	We have a low participation rate of the family survey for both the Fall and Spring, which means that not all of the sub group population are responding to the survey.	Ensure communication is sent out in multiple languages and in multiple formats; email, text, social media, and providing a space on campus where parents can come fill out the survey in person.

Problem Statements Identifying Connectedness Needs

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

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
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.	Ineffective Tier 1 instruction.
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.	Ineffective Tier 1 instruction and teacher's struggling to implement Specially Designed Instruction (SDI).
3 ★	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.	In the past, the administration did not attend all PLC meetings and, when attending, did not actively participate.
4 ★	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.	Lacking in school-wide communication and not gathering feedback from families.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Early childhood literacy and math data**
- [x] **Early reading assessment results**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **MAP Growth Assessment**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Student failure and/or retention rates**
- [x] **Tier I Instructional Materials Assessments**
- [x] **WIDA ACCESS for ELLs**
- [x] **WIDA Screener**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Class size averages by grade and subject**
- [x] **Communications data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Professional Development Agendas**

- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Study of best practices**
- [x] **Teacher evaluation**
- [x] **Teacher retention**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Demographic data**
- [x] **Enrollment**
- [x] **Enrollment trends**
- [x] **PBIS/MTSS data**
- [x] **Perception/survey data**
- [x] **School safety data**
- [x] **Social Emotional Learning Data**

Inquiry Areas

Inquiry Area 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.

SMART Goal 1

☑ **Aligns with District Goal**

The North Valley campus will improve the school's NSPF index score from 14 to a minimum of 72, as measured by the Spring 2025 SBAC assessment results.

Formative Measures: Fall, Winter, Spring MAP benchmark
Fall, Winter, Spring AIMS benchmark
SBAC Interims
Essential Standard Assessment Proficiency
Fluid Intervention Groups
Professional Development on high leverage instructional practices
Monthly monitoring of chronic absenteeism

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.

Author links open overlay panelVicki Vescio, AbstractAfter 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

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

Position Responsible: Administration, Instructional Leadership Team & Teachers

Resources Needed: Staffing, Professional Development, and Tutoring

Evidence Level

Level 3: Promising:

Problem Statements: Student Success 1

Resources and Funding Needed: Tutoring General Funds, , Staffing General Funds, , Professional Development Title II, Pt. A,

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

Revisions needed	In progress	
October	**January**	**May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
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.	Ineffective Tier 1 instruction.

Inquiry Area 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.

SMART Goal 1

☑ **Aligns with District Goal**

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.

Formative Measures: Fall, Winter, Spring MAP benchmark
Fall, Winter, Spring AIMS benchmark
Essential Standard Assessment Proficiency
Quarterly Progress Reports Towards IEP Goals
Professional Development on high leverage instructional practices
Monthly monitoring of chronic absenteeism

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.

Author links open overlay panelVicki Vescio, AbstractAfter 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

Action Steps: 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
Provide support through professional development.

Position Responsible: Administration, Instructional Leadership Team, & Teachers

Resources Needed: Professional Development

Evidence Level

Level 3: Promising:

Problem Statements: Adult Learning Culture 1

Resources and Funding Needed: Professional Development Title II, Pt. A, , Staffing General Funds,

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

In progress

October	January	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

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

Inquiry Area 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.

SMART Goal 1

☑ **Aligns with District Goal**

We will increase our NPS rating from the parent survey data from Spring 25 of -27 to Spring 26 to at least 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. At the time of writing this plan we do not have an updated NPS 2025 score. Once we obtain our score and updated star rating we will revise the goal accordingly.

Formative Measures: Fall Parent Survey

Improvement Strategy 1

As a school community, we will all focus on improving communication among all stakeholders. Results from the Fall Parent Survey will be analyzed, a plan will be created to address areas of concern. Administration will then ask families to complete ongoing mini survey's on the areas of concern in order to progress monitor and adjust to meet the needs of families and students.

Kraft, M. A., & Dougherty, S. M. (2013). The effect of teacher-family communication on student engagement: Evidence from a randomized field experiment. Journal of Research on Educational Effectiveness, 6(3), 199-222.

Action Steps: The administrative team will send out a weekly email to parents
As needed, recorded messages from the principal will be sent out to parents
Teachers will send out weekly emails
Daily communications will be provided as needed based on student discipline, academic concerns, etc.
Parents will be encouraged to attend school events, including flag ceremonies, recitation of poems, awards ceremonies, athletic events, and other events.
The administrative team will analyze Survey results, implement necessary changes based on the analysis, and progress monitor through monthly surveys to address the concerns of parents.

Position Responsible: Administration, Teachers, and School Leadership Team

Resources Needed: Parent Survey, Professional Development based on Survey Needs

Evidence Level

Level 3: Promising:

Problem Statements: Connectedness 1

Resources and Funding Needed: Professional Development General Funds,

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

Revisions needed	Implemented	
October	**January**	**May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
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.	Lacking in school-wide communication and not gathering feedback from families.

Inquiry Area 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.

SMART Goal 1

☑ **Aligns with District Goal**

The North Valley campus will increase the proficiency rates of students with IEPs in math and ELA by 5%, as measured by the Spring 2026 SBAC scores. For ELA students, proficiency rates will increase from 16% to 21%, as measured by the Spring 2024 to the Spring 2026 SBAC. For Math students, proficiency rates will increase from 1% to 6%, as measured by the Spring 2024 to the Spring 2026 SBAC. At the time of writing this plan we do not have a updated Spring 2025 SBAC score. Once we obtain our score and updated star rating we will revise the goal accordingly.

Formative Measures: Fall, Winter, Spring MAP benchmark
Fall, Winter, Spring AIMS benchmark
SBAC Interims
Essential Standard Assessment Proficiency
Quarterly Progress Reports on IEP Goals
Monthly monitoring of chronic absenteeism
Part B SPP Indicators: 3B: Proficiency rate for children with IEPs against grade-level academic achievement standards 3D: Gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards.

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.

Author links open overlay panelVicki Vescio, AbstractAfter 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

Action Steps: 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
Special Education will work in collaboration with General Education Teachers to ensure that accommodations and modifications are being provided during Tier 1 instruction.

Position Responsible: General Ed & Special Ed Teachers, Special Education Paras, and Administration

Resources Needed: Staffing, Professional Development, Tutoring

Evidence Level

Level 3: Promising:

Problem Statements: Student Success 2

Resources and Funding Needed: Professional Development Title II, Pt. A, , Tutoring General Funds, , Staffing IDEA-B,

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

In progress

October	January	May

SMART Goal 1 Problem Statements Identifying Student Success

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

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

The Instructional Leadership Team is composed of administration, the instructional coach, reading and math interventionist, and teacher leaders. This team meets once a month at a minimum and after careful data analysis, the team determines the school's strengths, areas of concerns and needs for school improvement.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

In the fall of each school year, staff, families, and community members are invited to review the plan, offer feedback and provide suggestions for revisions. For those people that cannot attend, additional feedback is gathered by the Fall Parent Survey.

2.2 Regular monitoring and revision

The team holds status checks monthly. During this time the persons responsible for each strategy share progress and provide updates to the team. Documentation is completed by the Principal in Plan4Learning as status checks quarterly.

2.3 Available to parents and community in an understandable format and language

The plan is available at our Title 1 Family Night hosted in the fall. The plan is also posted on our school website.

2.4 Opportunities for all children to meet State standards

The Instructional Coach attends all PLC meetings to ensure that the focus of all instruction is based on the identified essential NVACS and to assist teachers with mapping and planning for learning targets that are aligned to the standard. Instructional coaches also observe instruction and provide feedback to teachers while having a caseload of ongoing coaching cycles with identified teachers. The Reading Interventionist provide Tier 3 intervention to identified students. They also conduct classroom observations of Tier 2 and provide teachers feedback.

2.5 Increased learning time and well-rounded education

We are able to provide improved access to tiered instruction with the instructional coach focusing on highly effective Tier 1 instruction and the Reading Interventionist focusing on Tier 2 & Tier 3 instruction. These positions also ensure an effective PLC and MTSS process that increases learning time for all students by maximizing the instructional minutes within the school day.

2.6 Address needs of all students, particularly at-risk

All teachers participate in weekly PLC meetings where data is analyzed for a recently taught essential standard. Teams will share best practices and create a reteaching plan for students not yet meeting the standard with an opportunity for reassessment in an effort to reach mastery. Additionally teams also create an enrichment plan for students already meeting the standard.

All teachers participate in bi-weekly MTSS meetings where they discuss students receiving Tier 2 and Tier 3 intervention and review progress monitoring data. The team provides feedback and suggestions as well as make decisions regarding the next steps for students in intervention.

3.1 Annually evaluate the schoolwide plan

At the end of the school year and once state assessment data has been provided, the administration and instructional leadership team review and analyze the data to determine the effectiveness of the SPP. This analysis is also utilized when writing the SPP for the following school year.

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

All families receive and sign the Parent Student Handbook. This handbook outlines the Parental Involvement Policy and the Title I Parental Involvement Plan. Families receive a digital copy of the handbook and electronically sign at enrollment. The superintendent takes the lead to ensure that all the appropriate is included in the Handbook and that school level process and systems are in place for distribution.

4.2 Offer flexible number of parent involvement meetings

Campus events are held quarterly, which include Parent University, Curriculum Night, Literacy Night, Math Night. These events support families with opportunities to learn more about their child's educational experience, but also allow for families to learn how to academically support their student at home. As we plan and schedule these events, we are cognizant of our families schedule and obligations and schedule them in the evening to improve attendance. Families are also provided two opportunities for conferencing with their child's teacher. We provide morning, afternoon and evening time slots for conferences. Parents that have completed the required background check are allowed to volunteer as requested. Volunteer opportunities are available throughout the day, at school events and field trips.

Schoolwide and Targeted Assistance Title I Elements Personnel

Name	Position	Program	FTE
Brittany Preston	Instructional Coach		0.5
JoLynn Bradshaw	Reading Interventionist		1

Plan Notes

Plan Notes

03/19/2025: Since this is a special ed goal for SY25-26, please adjust your end year to 2026 (e.g., Spring 2026). Your baseline data from Spring 2024 may still be used.

03/19/2025: Great list of Formative Measures! Please also add the SPP indicator to the list that is aligned with your special ed goal. Specify the letter (e.g., 3B) if necessary (do not use #15-18) https://doe.nv.gov/offices/inclusive-education/spp-and-apr/

ESSA Tabs: You are a Title I school. You must complete the Schoolwide and Targeted Assistance Title I Elements Tab. If you paid for personnel using Title I funding, please list them in the Title I personnel tab.

Teams

Teams

Campus Instructional Leadership Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
January 17, 2025 @ 8:00 AM	School Improvement/Data Meeting	--	--
February 12, 2025 @ 3:30 PM	School Improvement Meeting/ Data Meeting	--	--

Members

First Name	Last Name	Position	Committee Role
Lacy	Minnifield	Parent	Parent
Tiana	Nunu	Paraprofessional	Paraprofessional
JoLyn	Bradshaw	Reading Interventionist	Participant
Kendrick	Kumabe	Assistant Principal & Special Education Supervisor	Administrator
Lamont	Colquitt	assistant principal	Administrator
Julene	Ballard	assistant principal	Administrator
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	Classroom Teacher
Brian	Campbell	Principal	Administrator

Funding Summary

Funding Summary

General Funds

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutoring	--	$0.00
1	1	1	Staffing	--	$0.00
2	1	1	Staffing	--	$0.00
3	1	1	Professional Development	--	$0.00
4	1	1	Tutoring	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,518,840.00
				+/- Difference	**$2,518,840.00**

AB 495

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

IDEA-B

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
4	1	1	Staffing	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$83,679.33
				+/- Difference	**$83,679.33**

IDEA-b, Sect 619 EC

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Special Education EXN

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Special Education ESY

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Title I, Pt. A

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$136,800.00
				+/- Difference	**$136,800.00**

Title I, 1003(a)

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Title II, Pt. A

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development	--	$0.00
2	1	1	Professional Development	--	$0.00
4	1	1	Professional Development	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$26,799.00
				+/- Difference	**$26,799.00**

Title III - ELL

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Title III - Immigrant

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Title IV, Pt. A

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

NV Ready! State Pre-K

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

McKinney-Vento

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Project Aware

Inquiry Area	SMART Goal	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)

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

ARP ESSER Late Liquidation

Inquiry Area	SMART Goal	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

Inquiry Area	SMART Goal	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, Sect 619 EC

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

ARP ESSER CTE

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

ARP Homeless

Inquiry Area	SMART Goal	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

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$8,000.00
				+/- Difference	**$8,000.00**

CRSSA ESSER II

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Transportation Grant

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Other (Specify source name within the strategy)

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

READ BY GRADE 3 LOCAL LITERACY PLAN FOR THE 2025-2026 SCHOOL YEAR

LOCAL PROGRAM CONTACT SECTION

School District or Charter Organization:		**Legacy Traditional School**											**Date:**	**9/12/25**	
Number of Sites Being Served?	**3**	**Grade Spans Offered:**	**K-2**		**K-3**		**K-4**		**K-5**		**K-6**		**Other**	**K-8**	

Read by Grade 3 Program Lead Information			
Name:	**Nathalie Burgess**	**Title:**	**Associate Superintendent**
Phone #	**702-342-0880**	**Email Address:**	**nathalie.burgess@legacytraditionalschool.org**

List the names and titles of the members of your Local Literacy Plan Team:	
Name:	**Title:**
Nathalie Burgess	Associate Superintendent
Jordan Cuellar and Sheronda Green	Instructional Coaches - North Valley campus
Janet Tiam and Stephanie Miranda	Instructional Coaches - Southwest campus
Jenna Trotter and Adrienne Avelar	Instructional Coaches - Cadence campus
Joylun Bradshaw	Reading Interventionist - North Valley campus
Debra Grolbert	Reading Interventionist - Cadence campus
Jennifer Capenerhurst	Reading Interventionist - Southwest campus
Stephanie Q. Brown	EL Director
Kheema Smoot	Curriculum and Instructional Specialist

Did your program submit an LLP for the 2024-2025 school year?	**YES**	**X**	**NO**		**If the answer is no, please fill out all sections accordingly.**	
CHARTER ORGANIZATIONS ONLY: Who is your sponsor (SPCSA, District, etc.)?					**SPCSA**	

Introductory Section						
Are there any changes to the primary goals from the 2024-2025 Local Literacy plan? If yes, please write the updated 3-5 primary goals for the 2025-2026 school year below. If your LEA has never submitted a plan, please write 3-5 primary goals below.	**Yes**		**No**	**x**	**Did not submit last year**	

READ BY GRADE 3 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).

Are there any changes to any of the responses to questions 1-5 below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has never submitted a plan, please answer the questions below.	**Yes**	**X**	**No**		**Did not submit last year**	

1. **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 and instructional coaches are extensively trained in LTS literacy curriculum programs: Wonders, Spalding and Heggerty as well as trained in using High Leverage Practices and Get Better Faster techniques to provide teachers with ongoing observations and feedback;

Literacy specialists and instructional coaches with school administrative teams and the Associate Superintendent to identify professional developments that are most important to the teacher's and the school's success. For the 25-26 school year, 5 additional professional development days have been added to the school calendar to better support both teacher and school success to best meet the needs for students.

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 trackers;** **Literacy specialists will support teachers with parent meetings when introducing the literacy plan to be followed for identified students under the 40th percentile as measured by Fall 2025 NWEA MAP in grades K-3 and under a Level 3 as measured by the Spring 2025 SBAC scores in ELA for grades 4-5 for intervention services;** **Literacy specialists and RBG3 lead will work with the EL Director to create Literacy Reading Nights once a year and develop literacy plans for EL students who are identified under the 40th percentile as measured by Fall 2025 NWEA MAP in grades K-3 and under a Level 3 as measured by the Spring 2025 SBAC scores in ELA for grades 4-5;** **Literacy specialists will create and monitor bi-weekly PD sessions as needed based on data that is shared and discussed during bi-weekly MTSS meetings;** **Literacy specialists will regularly ask for PD needs of teachers throughout the school year and collaborate with campus administration and the RBG3 lead to ensure that teacher needs are being met;** **Literacy specialists will support weekly/biweekly staff and instructional leadership team meetings that provide additional support in literacy instruction best practice outside of Collaborative Team Meetings (CTM) and MTSS meetings in collaboration with campus administration. Best practices will be determined based on teacher instruction and collaboration with admin;** **Literacy specialists will assist teachers during bi-weekly grade-level MTSs meetings to analyze student benchmark and progress monitoring data;** **Literacy specialists will collaborate with the Associate Superintendent (RBG3 Lead), principal, assistant principals and instructional coaches to collaborate on best practices that support 'closing the gap' with students identified as 40th percentile or below, or below a Level 3 in grades 4 and 5, and support teachers with implementation of best practices for 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 the RBG3 lead 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 at or below the 40th percentile OR below a Level 3 for grades 4 and 5;

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 Superintendent and Associate Superintendent 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 at or below the 40th percentile or below a Level 3 for grades 4 and 5 and consistently not demonstrating proficiency, monitoring the students' progress and providing feedback to the teachers to support their ongoing intervention best practices and techniques

READ BY GRADE 3 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).

Are there any changes to any of the responses to the question below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has never submitted a plan please answer the questions below.	**Yes**		**No**	**X**	**Did not submit last year**	

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.**

READ BY GRADE 3 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).

Are there any changes to any of the responses to the question below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has never submitted a plan please answer the questions below.	**Yes**	**X**	**No**		**Did not submit last year**	

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).**

Each campus has a bell schedule that has identified reading intervention time for each teacher to ensure that students below grade level are receiving intervention. The campus administration conducts regular classroom observations during scheduled intervention time in order to verify interventions are taking place. The literacy specialists and instructional coaches support teachers with classroom management, organization and utilization of resources to ensure an effective intervention time occurs for students.

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

Wonders is a newly adopted curriculum and is being implemented starting in the 25-26 school year. Our teachers utilize Wonders to address all 5 pillars of reading as our newly adopted ELA curriculum. In addition to Wonders, our teachers utilize the Heggerty program daily as an intervention program to build phonological and phonemic awareness. Teachers also

utilize Spalding to support decoding skills and reading fluency.

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).**

Each campus has a bell schedule that has identified reading intervention time for each teacher to ensure that students below grade level are receiving intervention. The campus administration conducts regular classroom observations during scheduled intervention time in order to verify interventions are taking place. The literacy specialists and instructional coaches support teachers with classroom management, organization and utilization of resources to ensure an effective intervention time occurs for students.

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

Wonders is a newly adopted curriculum and is being implemented starting in the 25-26 school year. Our teachers utilize Wonders to address all 5 pillars of reading as our newly adopted ELA curriculum. Teachers also utilize Spalding to support decoding skills and reading fluency.

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

READ BY GRADE 3 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.

Are there any changes to any of the responses to the question below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has never submitted a plan please answer the questions below.	**Yes**	**X**	**No**		**Did not submit last year**	

1. **Describe the procedures that your program plans to use for assessing the reading proficiency of all elementary students across all grade levels. These procedures require the use of valid and reliable standards-based assessments that have been approved by the Nevada State Board of Education per NRS 388.157.**

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 NRS 388.157.**

All Kindergarten teachers will administer the NWEA MAP test to all kindergarten students within 30 days of entry to the new school year. Additionally, all Kindergarten teachers will administer the newly adopted KEA assessment within the first 45 days of school, as outlined by NDE.

THE IMPLEMENTATION ROADMAP Please complete the following Implementation Roadmap						
Are there any changes to any of the responses to the Implementation Roadmap from the 2024-2025 Local Literacy Plan? If yes, please write your updates below. If your LEA has never submitted a plan please fill out the Implementation Roadmap..	**Yes**	**X**	**No**		**Did not submit last year**	
PRIMARY ACTIVITIES (5-7) What action steps will your LEA take to meet the goal(s) of the plan?	**OUTCOME MEASURES** How do you know the action step met its intended purpose?				**Alignment to LLP Goal(s)** **(1, 2, 3, etc.)**	**ALIGNMENT TO READ BY GRADE 3 REQUIREMENTS** **(1, 2, 3, or 4)**
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.	**By August 4, 2025 all teachers will have the NWEA MAP testing schedule for their campus for fall testing.** **By November 10, 2025 all teachers will have the NWEA MAP testing schedule for their campus for winter testing.** **By March 2, 2026 all teachers will have the NWEA MAP testing schedule for their campus for spring testing.**				**Aligns to LLP Goal 2**	**Aligns to RBG3 requirement #4.**

PRIMARY ACTIVITIES (5-7) What action steps will your LEA take to meet the goal(s) of the plan?	**OUTCOME MEASURES** How do you know the action step met its intended purpose?	**Alignment to LLP Goal(s)** **(1, 2, 3, etc.)**	**ALIGNMENT TO READ BY GRADE 3 REQUIREMENTS** **(1, 2, 3, or 4)**
The RBG3 lead will work with Literacy Specialists on each campus who will create and monitor Read by Grade trackers for each campus site & updated literacy plan templates. The plans will be distributed to teachers and parents and returned signed to the literacy specialists.Trackers will be updated two additional times for winter and spring with NWEA MAP data.	**By September 12, 2025 all Read by Grade 3 students will have been identified and placed on a campus grade level tracker.** **By the end of January 2026, 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.** **By the end of May 2026, 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.**	**Aligns to LLP Goal 1**	**Aligns to RBG3 requirement #1.**

PRIMARY ACTIVITIES (5-7) What action steps will your LEA take to meet the goal(s) of the plan?	**OUTCOME MEASURES** How do you know the action step met its intended purpose?	**Alignment to LLP Goal(s)** **(1, 2, 3, etc.)**	**ALIGNMENT TO READ BY GRADE 3 REQUIREMENTS** **(1, 2, 3, or 4)**

District and campus administration will provide PD on the implementation of the new ELA curriculum Wonders to align instruction for a focus on the Nevada Academic Content standards for reading literature and informational comprehension standards.	**By August 22, 2025, teams will have been provided PD and will engage in ongoing weekly PLCs with the NVACs to plan for reading instruction. This PD will be ongoing for administrative teams and teachers throughout the 25-26 school year.**	**Aligns to LLP Goal 3**	**Aligns to RBG3 requirement #2.**

PRIMARY ACTIVITIES (5-7) What action steps will your LEA take to meet the goal(s) of the plan?	**OUTCOME MEASURES** How do you know the action step met its intended purpose?	**Alignment to LLP Goal(s)** **(1, 2, 3, etc.)**	**ALIGNMENT TO READ BY GRADE 3 REQUIREMENTS** **(1, 2, 3, or 4)**
Each campus literary specialist will provide teacher teams with professional development on intervention routines & procedures, identifying students, setting goals, and implementing progress monitoring.	**By September 18, 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.** **By the end of January 2026, all teachers will have identified students and set progress monitoring goals for**	**Aligns to LLP Goal 3 & 4**	**Aligns to RBG3 requirement #2 & 3.**

	students identified for intensive interventions with support from the campus Reading Interventionist using the winter NWEA MAP testing.		

PRIMARY ACTIVITIES (5-7) What action steps will your LEA take to meet the goal(s) of the plan?	**OUTCOME MEASURES** How do you know the action step met its intended purpose?	**Alignment to LLP Goal(s)** **(1, 2, 3, etc.)**	**ALIGNMENT TO READ BY GRADE 3 REQUIREMENTS** **(1, 2, 3, or 4)**
Campus Reading Interventionists will informally observe teachers during their designated intervention time block to offer support, coaching, and feedback. Reading Interventionists will also offer and provide modeling and ongoing observation and feedback support as well as planning support to the teachers observed in order to move teachers from the mechanical to refinement.	**By September 15, 2025, Reading Interventions will begin conducting informal observations and follow up coaching conversations which will continue through to the end of the school year.**	**Aligns to LLP Goal 4**	**Aligns to RBG3 requirement #3.**

Date: August 28, 2026
Local Education Agency Name: Legacy Traditional Schools - North Valley
Point of Contact: Nathalie Burgess - nathalie.burgess@legacytraditional.org

Position	Total Number Who are Required to Complete SOR Training	Number of Persons Who Have Completed the SOR Training	Percentage of Persons Who Have Completed the SOR Training
K-3 Administrators	4.00	0.00	0.00
Supervisors of K-3 Administrators	2.00	0.00	0.00
Licensed Educators	42.00	1.00	2.00
Paraprofessionals	24.00	0.00	0.00
Overall	72	1	1