State Public Charter School Authority



Legacy Traditional School North Valley Middle School

Classification: 4 Star School

Title I, ATSI

2025-2026 School Improvement Plan

District Approval Date:
April 9, 2025

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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 MS lowered its Chronic Absenteeism rate from 24.9% to 15.6%, earning 8.5 out of 15 points on the 2023-2024 Student Engagement Indicator, an increase of 4.5 index points as measured by the 2023-2024 NSPF. There was a decrease in in the index score from 54 to 38 moving the middle schools from a 3 to a 2 star campus.

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.	Restricting 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	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 ★	Despite the areas of strength, the overall NSPF data for our school did not reach our target goals. Our star rating decreased from 3 stars with index points of 54 (22-23) to 38 (23-24).	Persistent ineffective Tier 1 instruction in general and special education as noted by classroom observation data, misalignment of student classroom grades compared to common summative assessments, and state testing to include NWEA MAP and SBAC.
2 ★	Despite the areas of strength, the overall NSPF data for our school did not reach our target goals. Our star rating decreased from 3 stars with index points of 54 (22-23) to 38 (23-24).	Ineffective Tier 1 instruction and teacher's struggling to implement Specially Designed Instruction (SDI).

★ = Priority

Adult Learning Culture

Areas of Strength

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.

Areas for Growth

While there is a better understanding of the PLC process, teachers are still struggling to lesson plan and internalize lesson plans 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 -13 to Spring 25 to above 0. We do not have an updated Spring 2025 NPS score when writing this plan.	High teacher turnover rate.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Despite the areas of strength, the overall NSPF data for our school did not reach our target goals. Our star rating decreased from 3 stars with index points of 54 (22-23) to 38 (23-24).	Persistent ineffective Tier 1 instruction in general and special education as noted by classroom observation data, misalignment of student classroom grades compared to common summative assessments, and state testing to include NWEA MAP and SBAC.
2 ★	Despite the areas of strength, the overall NSPF data for our school did not reach our target goals. Our star rating decreased from 3 stars with index points of 54 (22-23) to 38 (23-24).	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 -13 to Spring 25 to above 0. We do not have an updated Spring 2025 NPS score when writing this plan.	High teacher turnover rate.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Credit Sufficiency/Deficiency/Retrieval data**
- [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 Student Success

SMART Goal 1 ☑ Aligns with District Goal

The North Valley Middle School will improve the school's NSPF index score from 14 to a minimum of 73, as measured by the Spring 2025 SBAC assessment results.

Formative Measures: Fall, Winter, Spring MAP benchmark
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

Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Routledge/Taylor & Francis Group. https://doi.org/10.4324/9780203181522

Action Steps: Administer the Fall, Winter, and Spring Map Test
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 Title I, Pt. A, , Professional Development Title II, Pt. A,

Status Checks

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

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Despite the areas of strength, the overall NSPF data for our school did not reach our target goals. Our star rating decreased from 3 stars with index points of 54 (22-23) to 38 (23-24).	Persistent ineffective Tier 1 instruction in general and special education as noted by classroom observation data, misalignment of student classroom grades compared to common summative assessments, and state testing to include NWEA MAP and SBAC.

Inquiry Area 2

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.

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
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: Staffing General Funds, , Professional Development Title II, Pt. A,

Status Checks

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 above 0 on a scale of -100 to 100. We do not have an updated Spring NPS score when writing this plan.

SMART Goal 1 ☑ Aligns with District Goal

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.

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: Professional Development

Evidence Level

Level 3: Promising:

Problem Statements: Connectedness 1

Resources and Funding Needed: Professional Learning for all staff Title II, Pt. A,

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 -13 to Spring 25 to above 0. We do not have an updated Spring 2025 NPS score when writing this plan.	High teacher turnover rate.

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 0% to 5%, 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 0% to 5%, 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 an 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
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.

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

Position Responsible: 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, , Staffing General Funds, , Staffing IDEA-B, , Tutoring 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 Student Success

	Problem Statement	Root Cause
2	Despite the areas of strength, the overall NSPF data for our school did not reach our target goals. Our star rating decreased from 3 stars with index points of 54 (22-23) to 38 (23-24).	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/

03/19/2025: Please clarify where IDEA-B funds will be used if not tied to the special ed goal. Thank you.

Teams

Teams

Campus 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/Data Meeting	--	--

Members

First Name	Last Name	Position	Committee Role
Noah	Jones	Student	Student
Lacy	Minnifield	Parent	Parent
Kendrick	Kumabe	Assistant Principal	Administrator
Julene	Ballard	assistant principal	Administrator
Lamont	Colquitt	assistant principal	Administrator
Brittney	Preston	specialist	Non-classroom Professional
Jennifer	Hosmer	teacher	Classroom Teacher
Quantesia	Tennyson	teacher	Classroom Teacher
Lori	Taylor	teacher	Classroom Teacher
Kylene	Pizarro	teacher	Classroom Teacher
Sandra	Cosey	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
2	1	1	Staffing	--	$0.00
4	1	1	Staffing	--	$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
1	1	1	Staffing	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$136,800.00
				+/- Difference	**$136,800.00**

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
3	1	1	Professional Learning for all staff	--	$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