



Legacy Traditional School **Cadence**

2021-2022 School Performance Plan: A Roadmap to Success

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

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School Designations: ☒ Title I ☐ CSI ☐ TSI ☐ ATSI ☐ Zoom ☐ Victory



School Information

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

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	1377	0.07%	7%	36%	8.2%	35.65%	0.17%	11%	11%	5%	100%
District	53,223	0.42%	7.66%	35%	11.92%	34.67%	1.59%	8.74%	%	%	%
State	481,345	0.82%	5.51%	43.44%	11.76%	29.97%	1.48%	7.03%	%	%	%

Student Performance Data - Elementary										
		Math			ELA			Science	ELPA	
Academic Year	School/ District	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	NA	NA	NA	NA	NA	NA	NA	NA	NA
	District	NA	NA	NA	NA	NA	NA	NA	NA	NA
2019	School	46.2	41	34.5	52.8	37.5	44.2	25.1	59.2	NA
	District	54.5	55	49.7	60.1	52	59.7	34.7	56.7	NA
2020	School	NA	NA	NA	NA	NA	NA	NA	NA	NA
	District	NA	NA	NA	NA	NA	NA	NA	NA	NA



Student Performance Data - Middle School										
		Math			ELA			Science	ELPA	
Academic Year	School/District	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	NA	NA	NA	NA	NA	NA	NA	NA	NA
	District	NA	NA	NA	NA	NA	NA	NA	NA	NA
2019	School	41.7	66	48.8	58.1	56.5	61.2	31.1	25	NA
	District	42.6	58	44.3	59.6	56	61.3	44.7	38.3	NA
2020	School	NA	NA	NA	NA	NA	NA	NA	NA	NA
	District	NA	NA	NA	NA	NA	NA	NA	NA	NA

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

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	391.5	368	353
District	390	368	358



School Continuous Improvement (CI) Team

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

Name	Role
Cindy McLeod	Principal(s) <i>(required)</i>
Ruthie Cheeseman/Diann Meynor	Other School Leader(s)/Administrator(s) <i>(required)</i>
Adrienne Jackson/Monique Anderson/Shawn Loveday	Teacher(s) <i>(required)</i>
Jennifer Jones	Paraprofessional(s) <i>(required)</i>
Adrienne Avelar/Clarissa Rivera/Megan Smith	Parent(s) <i>(required)</i>
NA	Student(s) <i>(required for secondary schools)</i>
NA	Tribes/Tribal Orgs <i>(if present in community)</i>
Brittany Kunkle	Specialized Instructional Support Personnel <i>(if appropriate)</i>

School Community Outreach

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

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Back to School Night	8/4/2021	1335	Meet the teachers
Curriculum Night/Title I Parent Meeting	9/28/2021	205	Introduce curriculum to parents and share school improvement plan goals.
Fall Parent Teacher Conferences	10/15/2021	1074	Parents conference with teachers
EL Parent Night	11/8/2021	45	Introduce parents to program, curriculum and expectations



School Goals

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

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	MAP, SBAC and CSA	Nevada School Climate / Social & Emotional Student Surveys	Classroom Observations, Curriculum utilized as documented in lesson plans
Problem Statement	Student proficiency has decreased and large learning gaps have been created.		
Critical Root Causes	COVID, Hybrid Schooling		

Part B

Student Success	
School Goal: Cadence campus will improve student projected proficiency in ELA and Math on the Spring MAP test, moving 10% of the approaching students to proficiency in each grade level and improve social emotional learning by 10% on the Social Emotional surveys taken at the beginning and end of the year.	Aligned to Nevada's STIP Goal: Goal 3 and 6
Improvement Strategy: Standards Based Instruction in ELA and Math, Utilization of High Leverage Practices in instruction, identified approaching students for intervention strategies including Saturday School, Tutoring, online Learning Farm Practice and in-class daily interventions.	

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

Level 1 - Strong -based on Hatties' Ranking List of Influences, Teach Like a Champion, and Get Better Faster

Intended Outcomes:

Students identified will receive extra support through daily interventions, 3 hours of Saturday School, and/or extra hour of tutoring each week. All students will receive highly effective instruction in both ELA and Math.

Action Steps:

- Administer the Fall 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 and engagement strategies
- Determine what financial resources are available.

Resources Needed:

- Computers to administer test
- Professional Development Days
- Compensation Budget for teachers on Saturday School
- Supplemental Math Resources and Pacing Guides

Challenges to Tackle:

- Teacher Recruitment
- Planning Time
- Curriculum
- Student Attendance (Both Saturday School and Regular School Days)
- Achievement Deficiencies due to online/hybrid learning

Improvement Strategy:

Daily, students are exposed to Social Emotional lessons, strategies, support, and interactions.

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

Level 1 - CASEL-5 and the Merrell Strong Kids Program

Intended Outcomes:

All students will receive Social Emotional support daily through Flag Ceremony, Merrell Strong Kids Lessons, and Restorative Justice.

**Action Steps:**

- Summer Professional Development for Teachers on SEL and Restorative Justice
- On-going Professional Development for Teachers on SEL and Restorative Justice
- Purchase of the Merrell Strong Kids Curriculum
- SEL motivational statements presented daily during Flag Ceremony

Resources Needed:

- Merrell Strong Kids Book
- Time to conduct ongoing professional development

Challenges to Tackle:

- Time to balance academics and SEL lessons
- Students coming to school with significant trauma and maturity deficits
- Teacher retention

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

English Learners: EL learners are provided with additional EL tutoring

Foster/Homeless: McKinney Vento program, Access to resources provided by School Social Worker

Free and Reduced Lunch: All students receive free breakfast and lunch, all students have equitable access to intervention, tutoring and other Tier 2 supports.

Migrant: N/A

Racial/Ethnic Minorities: Track formative data across racial groups to measure if any disparities exist during intervention.

Students with IEPs: Session tracking monitored by school administration to ensure that all IEP students are being provided with the correct supports as outlined in their IEP.



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	NVAC's, PLC process, CFA/CSA's, Analyze Data	Performance Measurement Report of administration's weekly attendance of the team PLC meetings.	PLC process
Problem Statement	Teachers and administrators are inconsistently attending and participating in weekly PLC meetings.		
Critical Root Causes	Teacher shortage, staff turn over, new administrative team, lack of supplemental resources aligned with standards.		

Part B

Adult Learning Culture	
School Goal: All teachers will participate in weekly PLC meetings to discuss and modify student proficiency on the essential Nevada Academic Content Standard.	STIP Connection: Goal 2, 3 and 6
Improvement Strategy: Hold teachers/administration accountable for attending and participating weekly meetings by reporting their attendance in the Performance Measure document and by providing ongoing professional development for all teachers to ensure that active participation can occur.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Level 1 - Learning By Doing by DuFour	
Intended Outcomes: All teachers will have the ability and knowledge of the PLC process, attend meetings and accomplish the tasks that support the process.	

**Action Steps:**

- Assign each administrator to grade bands
- Tier teacher/grade levels based on specific needs and support their needs
- Attend PLC with fidelity
- Record attendance and document progress
- Provide support through professional development

Resources Needed:

- Time for the meetings
- Times for professional development
- Funding for team leads to attend the PLC conference

Challenges to Tackle:

- Scheduling time for admin team to attend meetings
- Keeping teachers focused on the task at hand during PLC time
- Training new teachers in the PLC process
- Teacher buy-in to the PLC process

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

English Learners: All students will benefit from improved instruction and learning from a teacher that attends PLC meetings.

Foster/Homeless: All students will benefit from improved instruction and learning from a teacher that attends PLC meetings.

Free and Reduced Lunch: All students will benefit from improved instruction and learning from a teacher that attends PLC meetings.

Migrant: NA

Racial/Ethnic Minorities: All students will benefit from improved instruction and learning from a teacher that attends PLC meetings.

Students with IEPs: All students will benefit from improved instruction and learning from a teacher that attends PLC meetings.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Review ADA reports, number of tardy, truancy report, 5-10 day absent letters to parents	Attendance by classroom	Parent/teacher conference, parent involvement, school event attendance
Problem Statement	Cadence has the lowest attendance rate of all of the Nevada Legacy Traditional Schools. Currently for the 2021-2022 school year the ADA has been 91.8%.		
Critical Root Causes	COVID, SEL concerns		

Part B

Connectedness	
School Goal: To improve daily average attendance for the 2021/2022 school year to 95.5%. Students that are identified with chronic absenteeism will be referred to the Truancy Diversion Program.	STIP Connection: Goal 3
Improvement Strategy: Create incentives and student engagement strategies for both students and parents to increase and encourage attendance in the classrooms and school-wide.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Level 1 - PBIS, Merrell's Strong Kids	
Intended Outcomes: Students will want to come to school and parents will feel confident sending them to school	



Action Steps: <ul style="list-style-type: none">● Review data with teachers and parents● Review research from PBIS● Meet with grade level teams and develop classroom incentives and strategies that are age appropriate● Communicate with parents● Celebrate successes
Resources Needed: <ul style="list-style-type: none">● PBIS and Merrell Strong Kids Book
Challenges to Tackle: <ul style="list-style-type: none">● Current attitudes about school attendance● COVID and other illness● SEL factors
Improvement Strategy: <p>Identifying the students in need of the Truancy Diversion Program.</p> Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Level 1-Strong - based on the evidence of results by participating in a Truancy Diversion Program
Intended Outcomes: <p>Students identified will receive extra support and encouragement from the recommendations of the Truancy Diversion Program, Clark County Juvenile Justice Program.</p>
Action Steps: <ul style="list-style-type: none">● Gather information to share with the Truancy Diversion Program Judge● Create a Student Success Attendance School Improvement Plan● Conference with Parents/Students● Progress Checks on Student Attendance Goals
Resources Needed: <ul style="list-style-type: none">● Information to Share with Program● Funding for the Truancy Diversion Program● Time to meet with students/parents● Parent/Student support

**Challenges to Tackle:**

- COVID and other illness that prevents attendance
- COVID Mitigation Quarantine
- Time to implement and personnel to reach out

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

English Learners: All students will benefit from school attendance gained from in-person learning and instruction, EL Tutoring offered, Extra Supports and resources, Student Success Attendance Plan offered in parent native languages, translation service available in every language

Foster/Homeless: All students will benefit from school attendance gained from in-person learning and instruction, McKinney Vento funds, additional resources provided by the Truancy Diversion Program

Free and Reduced Lunch: All students will benefit from school attendance gained from in-person learning and instruction, additional resources provided by the Truancy Diversion Program

Migrant: NA

Racial/Ethnic Minorities: All students will benefit from school attendance gained from in-person learning and instruction, additional resources provided by the Truancy Diversion Program

Students with IEPs: All students will benefit from school attendance gained from in-person learning and instruction, additional resources provided by the Truancy Diversion Program



COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Title I	279,846.00	Personnel, Benefits, Homeless Supplies	Service students in need
Title II	94,186.93	Personnel, Progress monitoring program, Conference & Travel	Professional development opportunities for teachers and staff
ESSR II	345,517.26	Personnel, Benefits, Professional Services, Software/Hardware Supplies	Teacher/Staff to support to increase achievement
ESSR III	NA	NA	NA
General Budget	468,522.00	Student and Staff Activities	Student and staff activities that support education