



LEGACY

TRADITIONAL SCHOOLS

# North Valley Charter Authority Presentation



# Agenda

- North Valley Campus Introduction and Background
- Superintendent's Message
- Academic Performance
- Improvement Strategies



# Introduction of North Valley Campus

- Located in North Las Vegas
- Opened 2016 school year - we just started our 5th year
- Current Star Rating - 2 star Elementary School, 3 star for JH
- Roadblocks
  - administrative changes
  - first school in Nevada so there was an adjustment period
  - students coming to us with academic deficiencies
  - high staff turnover



# Superintendent's Message

- Set the tone for the school year
- Empower our teachers to meet the needs of their students
- Understand that things will vary from state to state, school to school and classroom to classroom
- Non-negotiables include Weekly CTM meetings, I and E time and MTSS
- The pacing guide is to serve as a guide, not the golden rule
- Staff non-negotiables for admin should include visibility, direct feedback and suggestions and professionalism at all times.



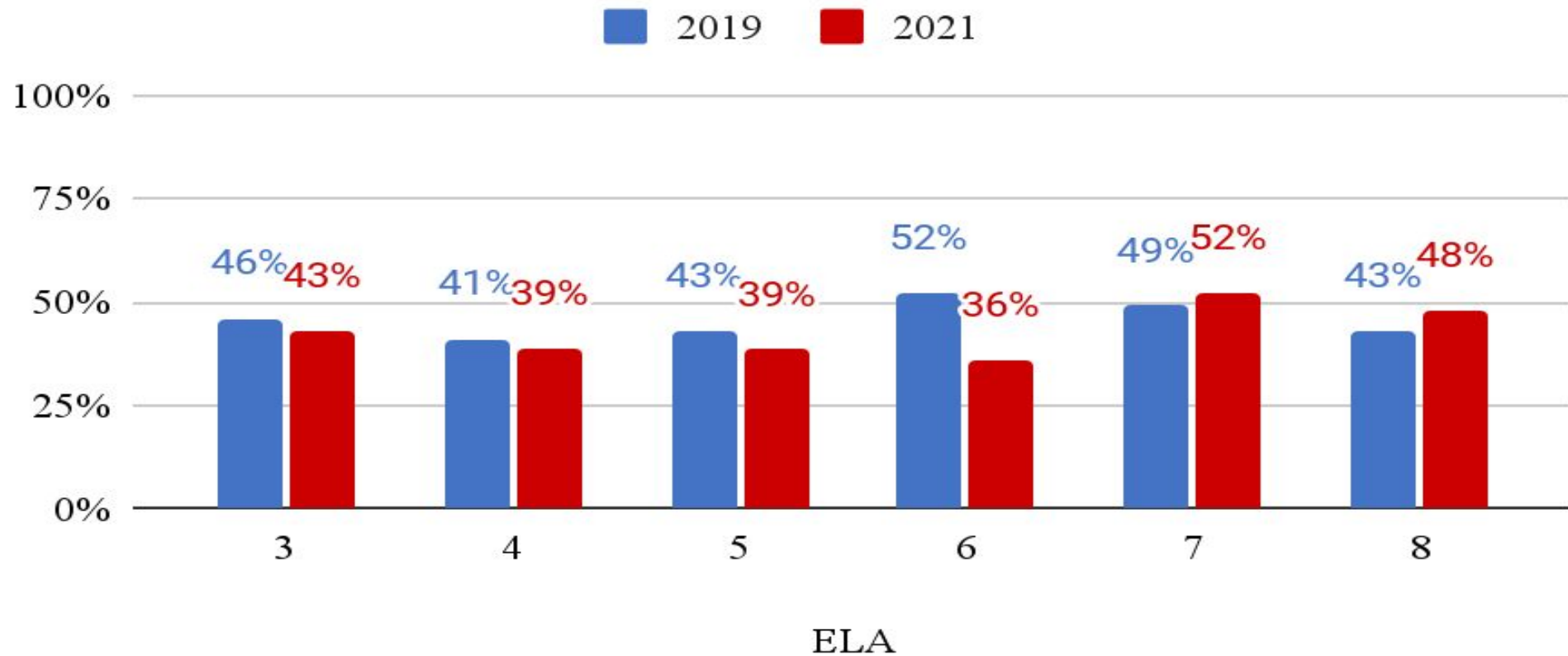
# Academic Performance

- SBAC 2019 vs. 2021 ELA and Math Data
- MAP 2021 vs. SBAC 2021 ELA and Math Data
- Fall 2021 MAP ELA and Math Data
- Proficiency Predictor Data for SBAC 2022

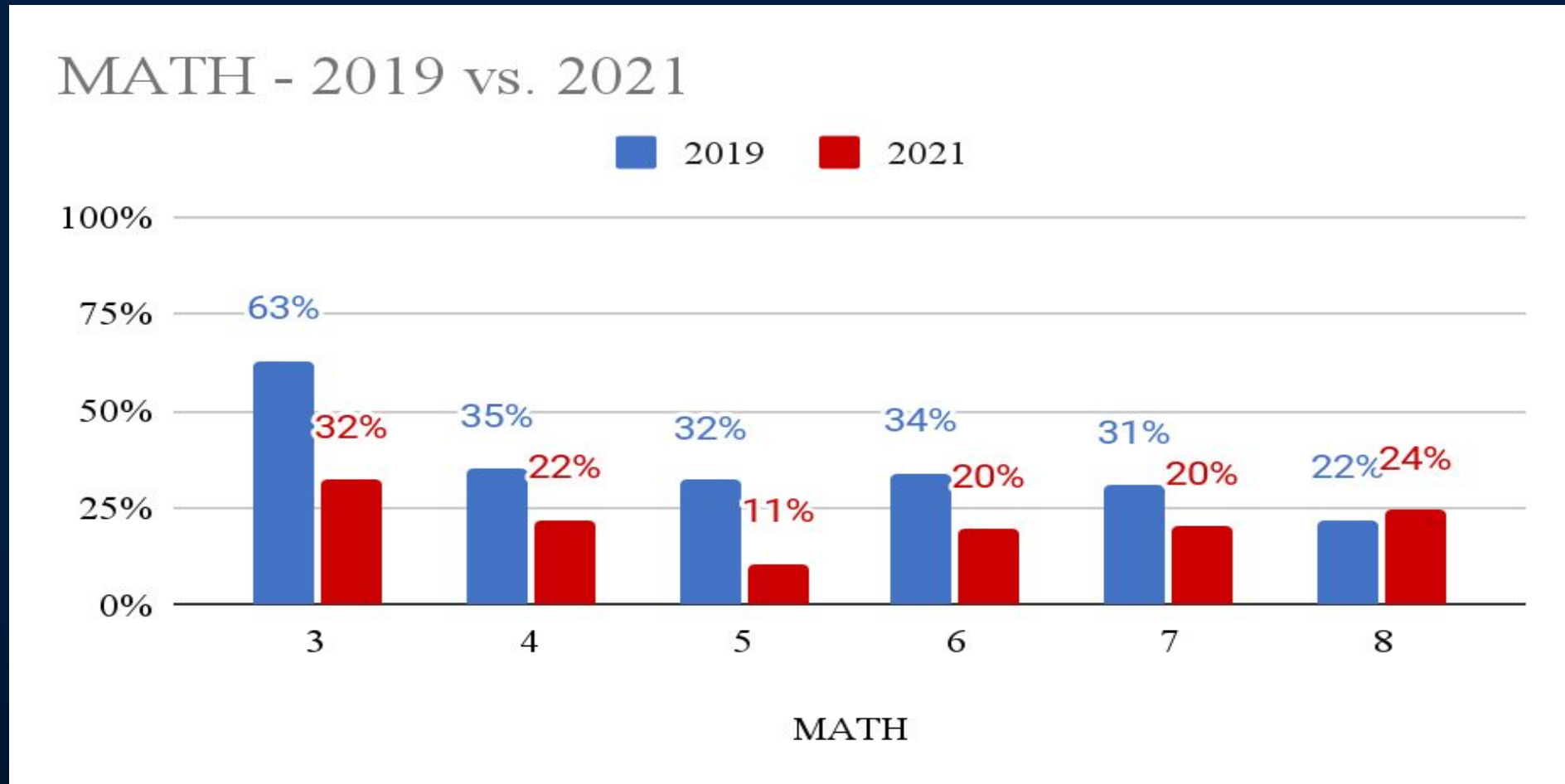


# SBAC ELA 2019 vs. 2021

ELA - 2019 vs. 2021

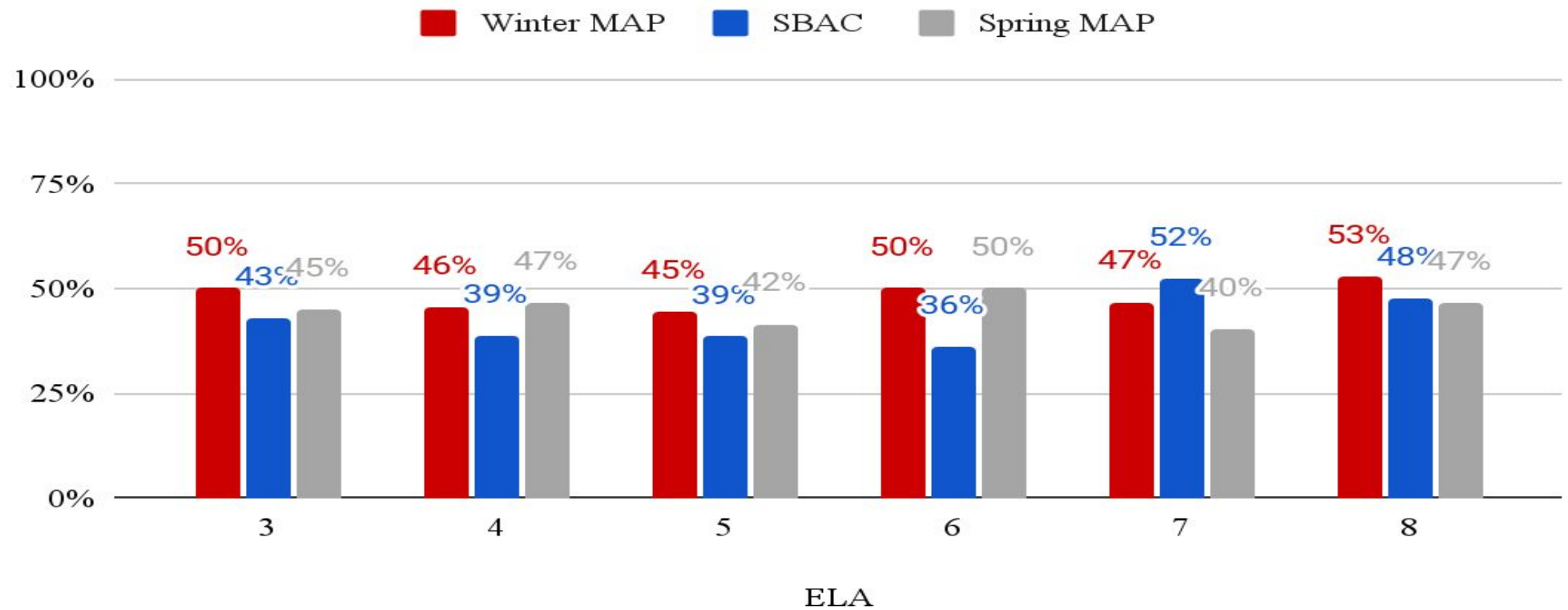


# SBAC Math 2019 vs. 2021



# ELA MAP vs SBAC 2021

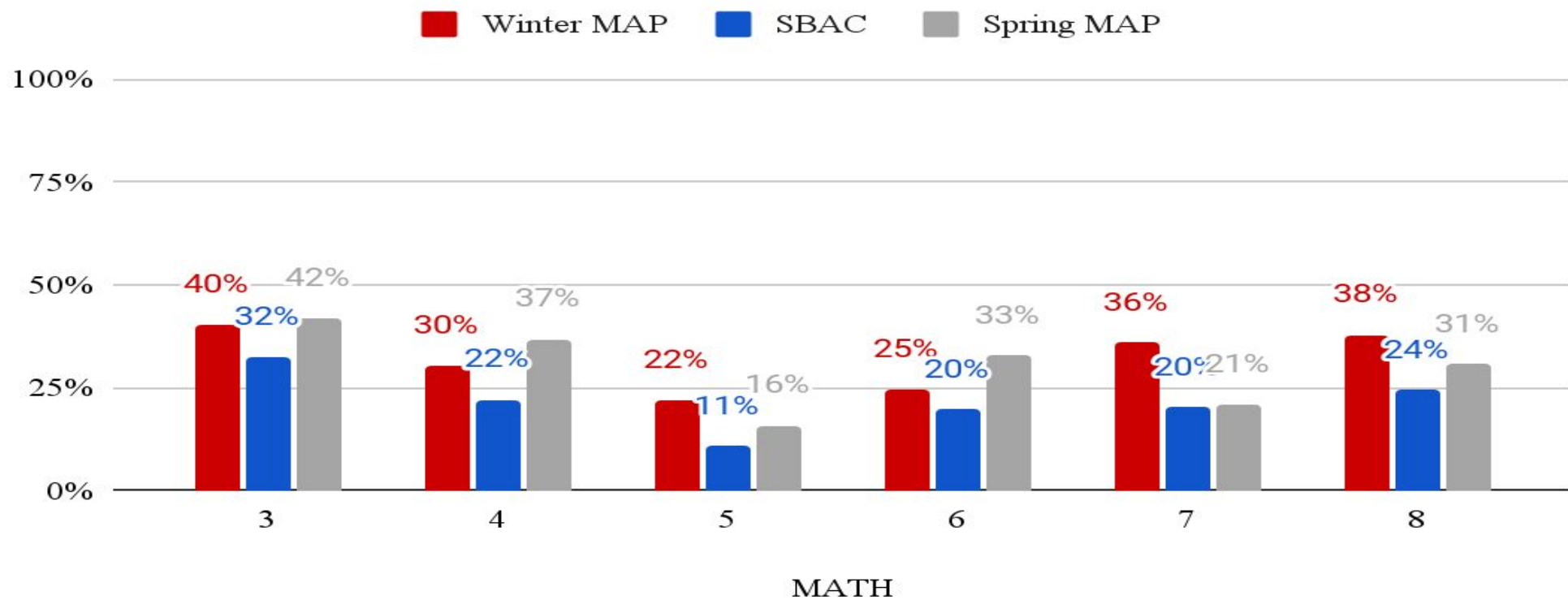
ELA - Projected Proficiency vs. SBAC Proficient



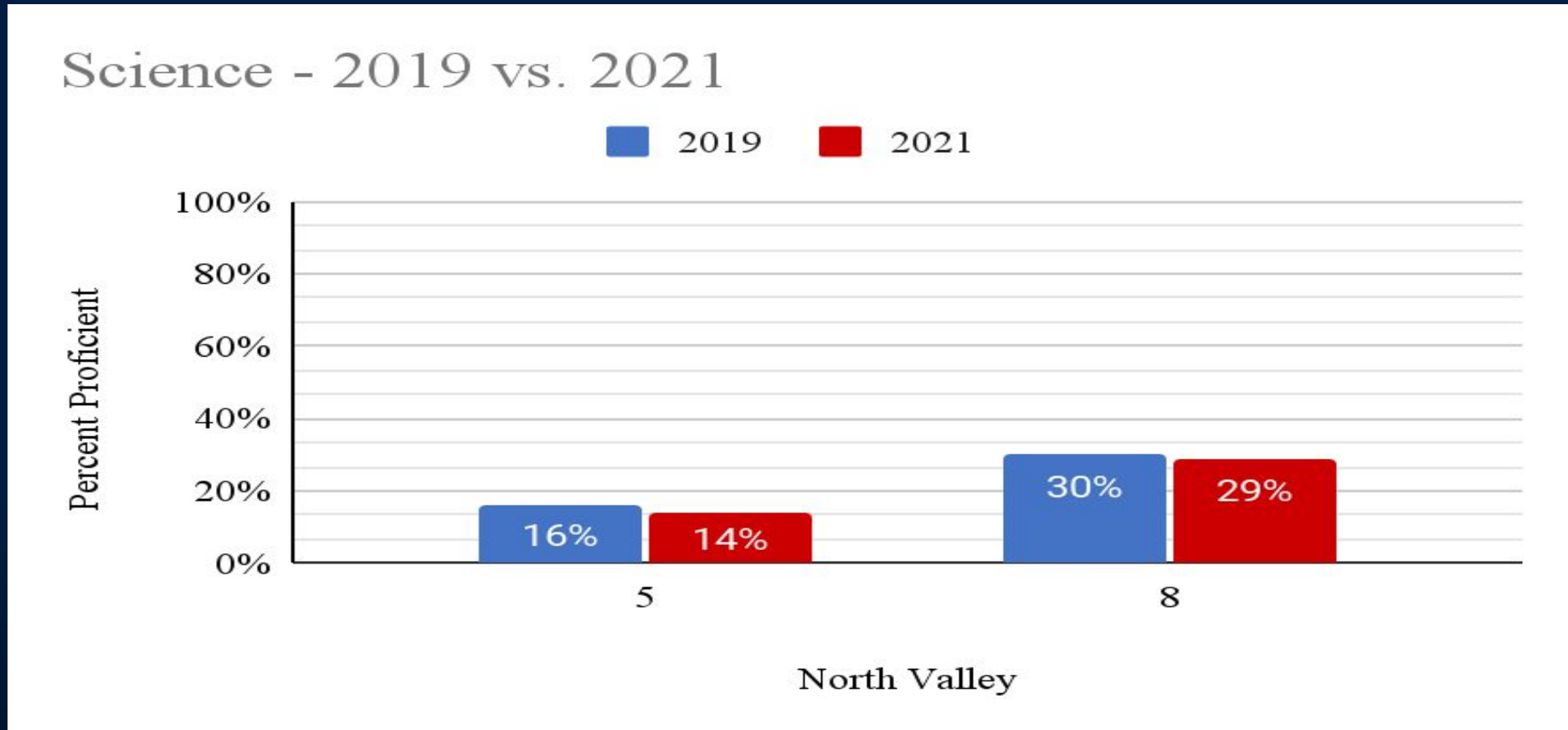


# Math MAP vs SBAC 2021

MATH - Projected Proficiency vs. SBAC Proficient

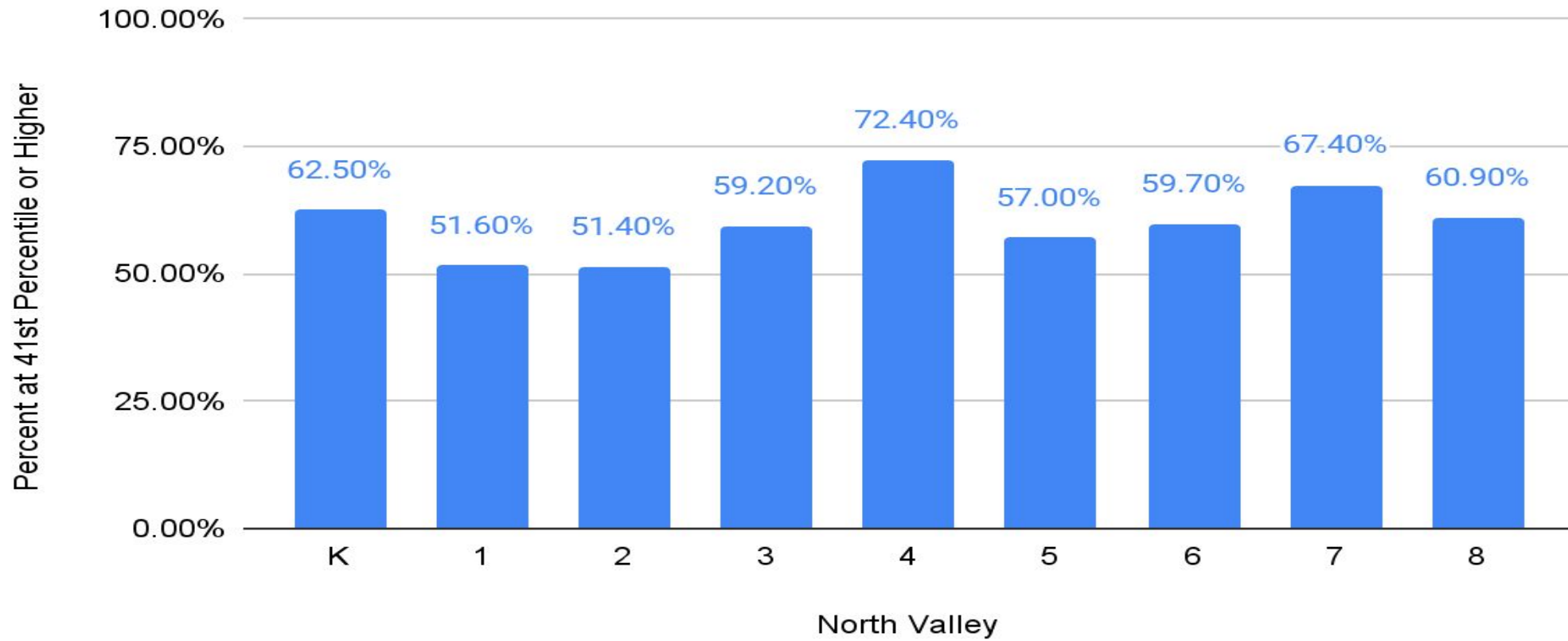


# SBAC Science 2019 vs. 2021

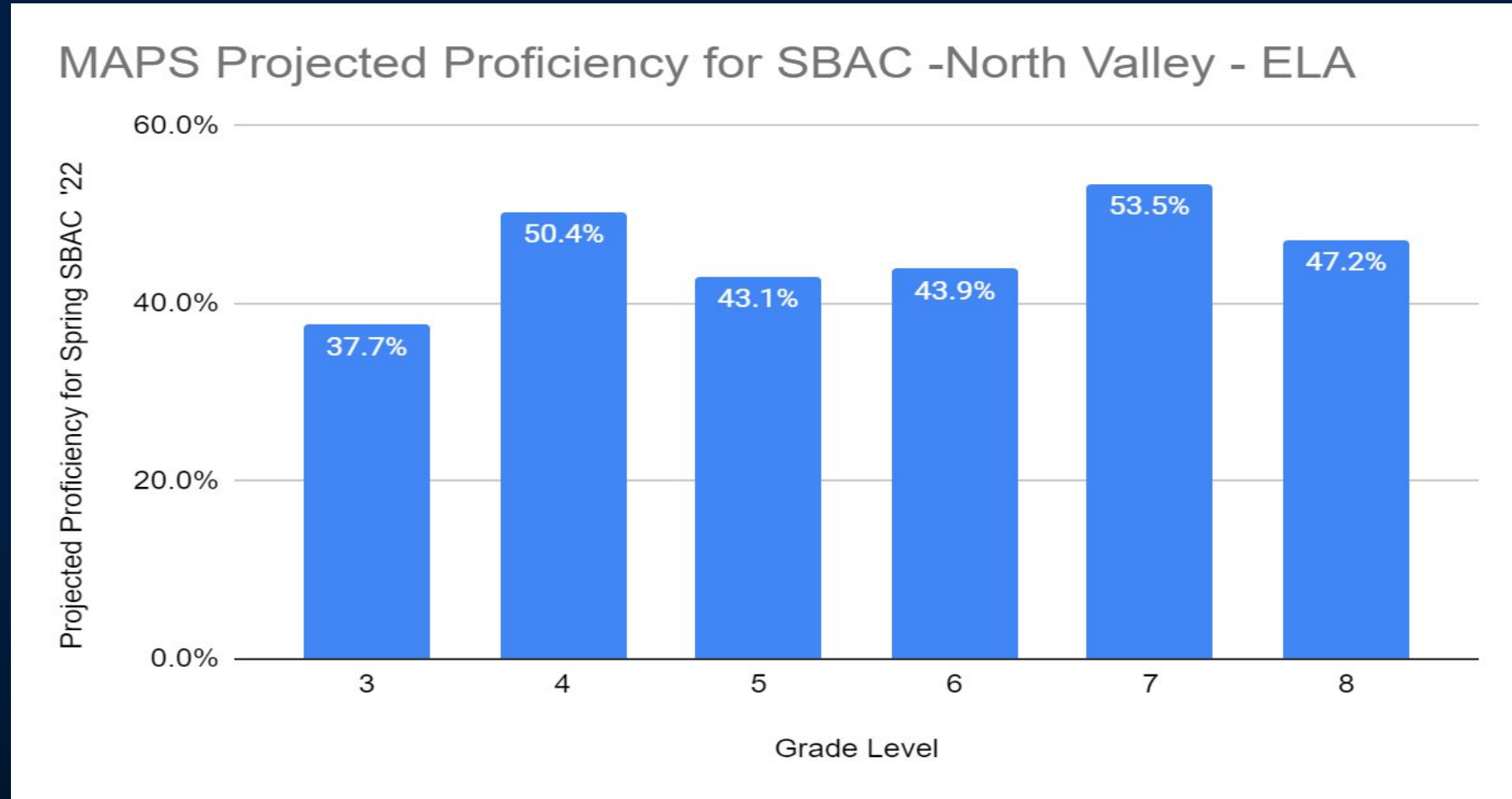


# Fall MAP ELA Results

## ELA- Fall 2021

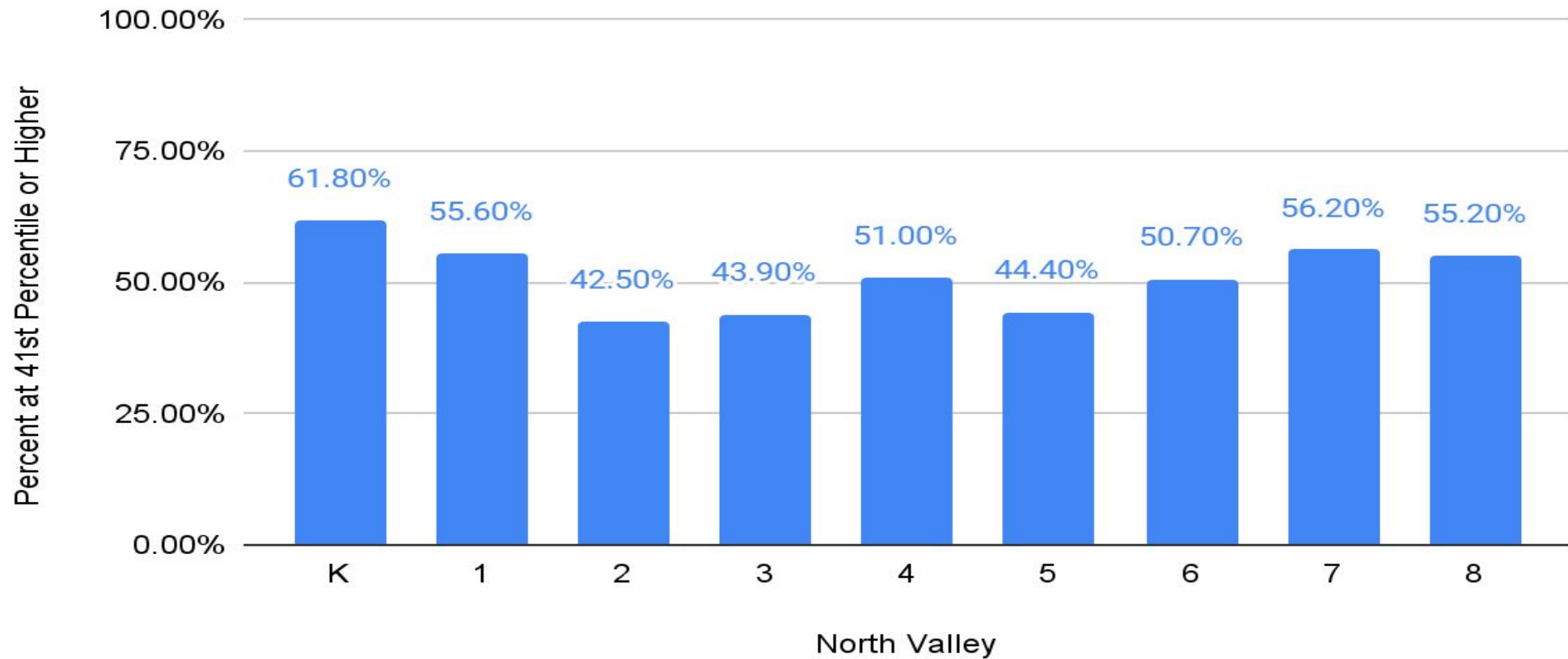


# Fall MAP ELA- Projected Proficiency

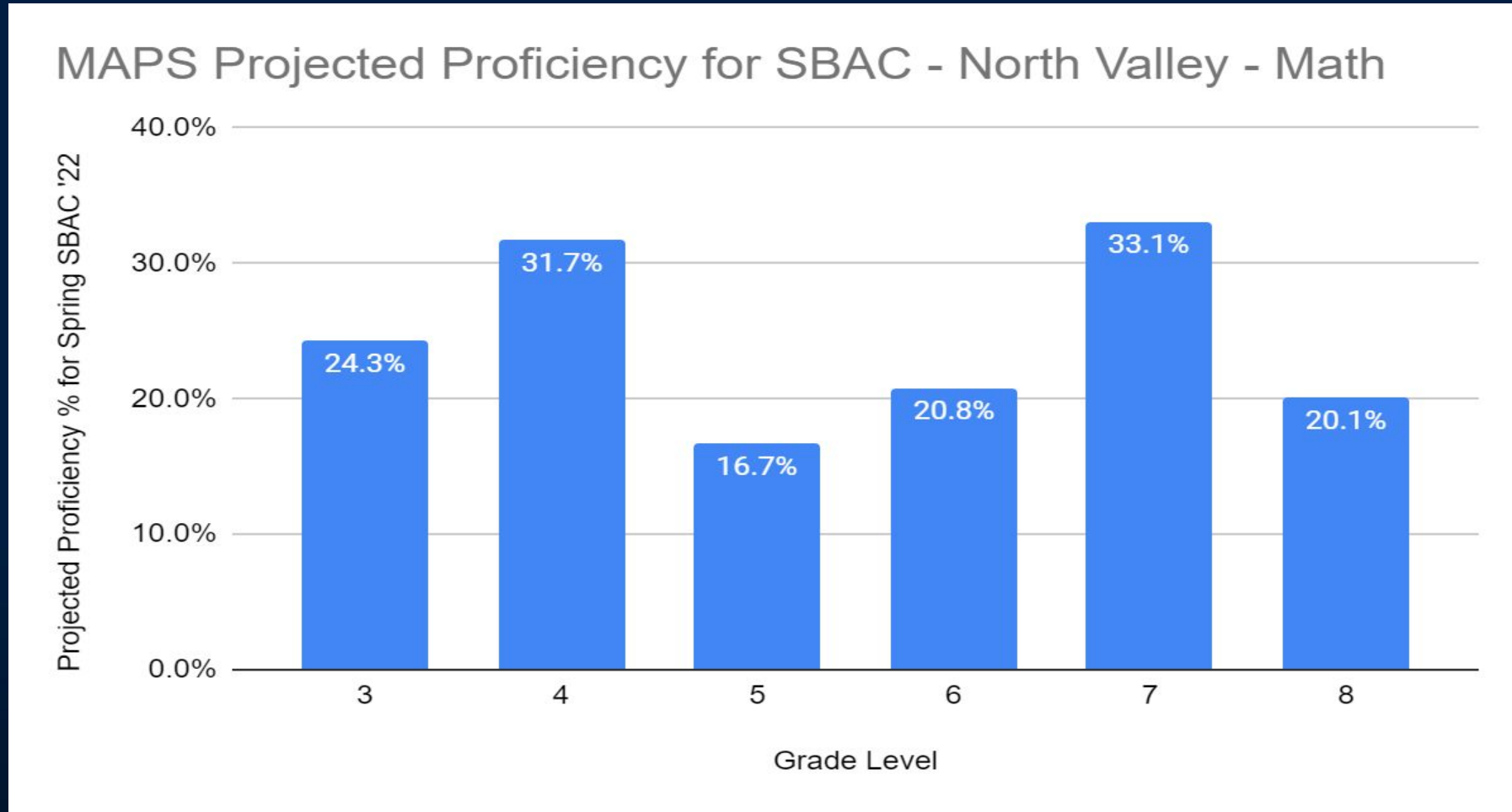


# Fall MAP Math Results

## Math- Fall 2021



# Fall MAP Math - Projected Proficiency



# Improvement Strategies

- Paradigm Shift (Saxon curriculum and Essential Standards)
- Direct Instruction
- Mathematical Practices
- Collaborative Team Meeting (CTM)
- Multi Tiered System of Support (MTSS)
- Interventions
- Tutoring
- Saturday School
- Spring Break School
- School-wide SBAC Incentive Program



# Paradigm Shift

- Paradigm Shift - Saxon Curriculum
  - Teaching Saxon from a year above to teaching at grade level
  - Only exception is Kinder because the Kinder program does not address standards
- Paradigm Shift - Nevada Academic Content Standards
  - All teachers focus on standards, determine essential standards and ensure that students work towards mastery of those standards.
  - Teachers identify, define and teach the concepts and skills students required to reach mastery of standards
  - When the curriculum does not meet the needs of this work, teachers are empowered to utilize supplemental resources, to ensure that students learn grade level standards
  - When students are showing master of grade level standards, they are given enrichment opportunities.





# New Levels of Support

- Academic Data Interventionist
  - Supports CTM, MTSS, Intervention and Enrichment
  - Conduct professional development
  - Data Analysis, coaching for teachers
- Leadership Coach
  - Supports and Coaches Assistant Principals and Principals
  - Supports CTM, MTSS, Tier 2 Intervention
  - Works collaboratively with the Superintendent of Nevada
- Director of School Improvement
  - Meets with administrative team weekly to ensure that the team is focused on the tenants of school improvement
  - Visits the campus monthly to inspect school success and roadblocks to improvement
  - Provides resources and suggestions based on school data



# Direct Instruction Clarification

- Addressed the misconception of Direct Instruction with all teachers
- Direct Instruction is the delivery of new material by the teacher to the students
- Teachers are expected to
  - Provide direct instruction for all new materials and concepts
  - Utilize the gradual release model of I do, You do, We Do
  - Incorporate differentiation strategies to meet the needs of all students
  - Encourage partner work, group work and student discussion (COVID Permitting)
- Consistent use of formative assessments to inform instruction and student need



# Mathematical Practices

- Professional development provided on mathematical practices
- Monthly focus for each mathematical practices
- Ensuring fidelity of implementation of those practices during classroom observations



# Collaborative Team Meetings (CTM)

- All grade level teams participate in weekly CTMs to do the following:
  - determine essential standards
  - unwrapped standards and define mastery levels
  - develop formative and summative assessments to measure mastery
  - conduct data analysis of summative assessments
  - create a re-teach plan for students who have not mastered standards



# Multi-Tiered System of Support - (MTSS)

- All teachers participate in bi-weekly MTSS meetings
- Teachers use data to identify Tier 2 students who have gaps in both Math and ELA
- Tier 2 students receive Intervention within the school day
- A structured, electronic document is utilized to ensure that the team can assist each other when interventions are not effectively resulting in student growth
- The changes in intervention and/or the goal of the intervention is continually documented
- Data is entered and tracked to ensure students growth



# Interventions

- Intervention and Enrichment time built in the master schedule
- Utilize multiple data points including MAP, AIMSWeb, MClass to identify students who require Tier 2 intervention
- Academic Data Interventionist (a new position) provides support for I&E time to ensure that highly effective intervention strategies are utilized for optimal learning to include:
  - Professional Development
  - Resources
  - Modeling
  - Data Analysis



# Tutoring

- Tutoring will be specific and focus on Tier 1 instruction
- Students who struggle to meet standards are invited to tutoring to address gaps in understanding of grade level content
- Students are identified based on MAP and CTM data
- Tutoring is fluid based on student mastery and need. As students fill in gaps of understanding, they will leave and others will be added.
- Tutoring will not be homework help - this will be provided by other available teachers after school



# Saturday School

- Begin in the Fall instead of starting second semester
- Invite students based on MAP, CTM, AIMS data
- We will have a Fall Session, Winter Session and Spring SBAC Boot Camp session
- Identified students will be
  - Students who are approaching proficiency and/or borderline proficient
  - Students who are significantly below grade level with learning gaps identified
- Teachers will focus on
  - student gaps
  - Performance Task items
  - Increased Rigor





# Spring Break School

- Spring Break is late this year but we will have a Spring Break Boot Camp session
- Students who are scheduled to SBAC test after break will be the targeted audience
- Focus will be on:
  - Grade level standards
  - Test taking strategies
  - Performance Task
  - Rigor



# School Wide Incentive Program for SBAC

- Teachers and students will participate in ongoing school wide incentives leading up to SBAC testing to include:
  - test taking strategies of the week
  - Learning Farm incentives
  - promoting a positive test taking culture
  - celebrating success along the way
  - attendance incentives for testing





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# Questions

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