Clark County School District

Carl, Kay ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 2 Star School

Title I, ATSI

District Approval Date: October 20, 2026

Mission Statement

The mission of Kay Carl Elementary School is to promote the healthy development of every child so that each has the knowledge, skills and resiliency to be successful in a global society.

Vision

The vision of Kay Carl Elementary School is to provide a learning environment that empowers students, staff and community to maximize their academic, creative and personal potential in order to become lifelong learners and responsible world citizens.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/clark/kay_carl_elementary_school/nspf/

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Comprehensive Needs Assessment

Revised/Approved: May 12, 2026

Student Success

Student Success Areas of Strength

Kindergarten and fourth grade had 74% and 73%, respectively, of their students overall at or above the 41st percentile as measured by the Spring 2025-2026 MAP Growth assessment in Math. Kindergarten and second grade had 71% and 79%, respectively, of their students overall at or above the 41st percentile as measured by the Spring 2025-2026 MAP Growth assessment in Reading. Our school as a whole has high achievement in Math and Reading as measured by the Spring 2025-2026 MAP Growth assessment. Ninety-two percent of students in grades 3-5 report that they have a teacher or other adult from school who they can count on to help them as measured by the Spring 2026 Panorama Survey.

Student Success Areas for Growth

Reading and Math proficiency has not made it above the 61st percentile and while our school is showing high achievement, our growth is low as measured by the MAP Growth assessment. The percentage of students at or above the 41st percentile in Reading and Math made very little movement for the Spring 2024-2025 to Spring 2025-2026 as measured by the MAP Growth assessment. Chronic absenteeism increased from 16% for the 2024-2025 school year to 19.2% for the 2025-2026 school year. Fewer students reported having a growth mindset for the Spring 2026 Panorama Survey (51%) than the Winter 2025 Panorama Survey (55%).

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	There is 31% achievement gap between LEP and non LEP students scoring above the 41st percentile in reading based on Fall i-Ready Inform Assessment. There is 40% achievement gap between LEP and non LEP students scoring above the 41st percentile in math based on Fall i-Ready Inform Assessment. Please note that less than 10% of Carl's population is LEP.	Number Talks will be used during the Tier 1 Math instruction to help English Language Learners develop academic vocabulary and mathematical thinking to be able to solve equations and word problems. The strategist and lead teachers will develop monthly professional development for teachers to address ELA, Math and SEL strategies with a focus on discourse.

Student Group	Challenge	Solution
Foster/Homeless	There is currently no identifiable achievement gap between Foster/Homeless and not Foster/ Homeless students.	The counselor will teach lessons in the classroom and conduct skill-based short-term small group lessons with a focus on emotion regulation. The counselor will also lead professional development for teachers on effective strategies for students who are dysregulated. Teachers will be encouraged to attend the Regulated Classroom training that is provided by the district in order support student regulation.
Free and Reduced Lunch	There is currently no identifiable achievement gap between FRL and not FRL students.	The counselor will teach lessons in the classroom and conduct skill-based short-term small group lessons with a focus on emotion regulation. The counselor will also lead professional development for teachers on effective strategies for students who are dysregulated. Teachers will be encouraged to attend the Regulated Classroom training that is provided by the district in order support student regulation.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	There are achievement gaps amongst subgroups as measured by MAP Growth assessment.	Teachers will use interim assessment data to facilitate Tier II and Tier III targeted small group instruction to assist with closing achievement gaps.
Students with IEPs	There is a 30% achievement gap between IEP and Not IEP students based on Spring 2026 MAP Growth projected proficiency in Math. There is a 26% achievement gap between IEP and Not IEP students based on Spring 2026 MAP Growth projected proficiency in Reading.	Teachers will provide more opportunities for students to engage with Tier I grade level materials using accommodations and supports.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): The percentage of students performing at or above the 41st percentile in math and reading is low and has remained relatively stagnant over a two year span.
Critical Root Cause: In mathematics, students are lacking foundational skills. In reading, students are not being explicitly taught the phonics skills and academic vocabulary for all academic subjects. Small group instruction at all tiers is inconsistent and needs to be more data driven for both math and reading.

Inquiry Area 1: Student Success

SMART Goal 1: 40% of students will meet or exceed their stretch goal target in Reading by Spring 2027 as measured by interim assessments.
40% of students will meet or exceed their stretch goal target in Math by Spring 2027 as measured by interim assessments. (Academic Excellence: Strong Readers, Writers, and Communicators, Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Aligns with District Goal

Formative Measures: Interim assessments

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	Implemented	

Improvement Strategy 1: Utilize District Tier I materials with integrity at all grade levels and analyze student assessment data to guide instruction and for reteaching.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administration will communicate clear expectations for teachers regarding the District's Tier I materials and expectations, including teacher and student interaction with the posted learning intention and success criteria.	principal, assistant principal	August 5-7, 2026	
2	Teachers will utilize District Tier I instructional materials to teach grade level standards.	classroom teachers	Daily; August, 2026 - May, 2027	
3	Strategist will provide direct support to individual teachers and facilitate support to entire grade levels based on the needs identified by observation data.	strategist	Ongoing; August, 2026 - May, 2027	
4	Teachers will use data from the i-Ready Personalized Instruction to support student growth.	classroom teachers	Ongoing; August 2026 - May 2027	

Position Responsible: Administration

Resources Needed: HMH Into Reading K-5
enVisions 2.0
Tier I Monitoring Tool (Focal Point)
CCSD Pacing Guides

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

Evidence Level
Level 2: Moderate: HMH Into Reading K-5, i-Ready Personalized Instruction
Level 3: Promising: enVisions Math 2.0

Problem Statements/Critical Root Cause: Student Success 1

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 2: During PLCs, teachers will use the piloted PLC+ model to analyze and respond to student data.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide professional learning for teachers on the pilot PLC+ model and expectations.	principal, assistant principal, lead activators	August 5-7, 2026, and as the pilot suggests	
2	Teachers will participate in weekly PLC+ meetings.	Grade level chair, teachers	Weekly; August, 2026 - May, 2027	

Position Responsible: Administration

Resources Needed: PLC+ resources
Formative and summative student data

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

Evidence Level
Level 2: Moderate: PLCs, Data Analysis

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1

Adult Learning Culture

Adult Learning Culture Areas of Strength

Consistent staff who maintain high expectations for student learning and build rapport with students and families to help differentiate instruction and communicate with families. Teachers actively participate in our strategic Thursday professional developments, which focused on math, ELA, PBIS, and SEL. Ninety-two percent of students in grades 3-5 report that they have a teacher or other adult from school who they can count on to help them as measured by the Spring 2026 Panorama Survey.

Adult Learning Culture Areas for Growth

Teachers are not consistently using district Tier I instructional materials in a manner that supports student growth. Although professional development regarding SEL was provided, teachers continue to need additional support in integrating SEL into their instructional day. Fewer students reported having a growth mindset for the Spring 2026 Panorama Survey (51%) than the Winter 2025 Panorama Survey (55%).

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students are not engaging in enough academic discourse during Tier I instruction. There is a 26% achievement gap between LEP and Non LEP students based on Spring 2026 MAP Growth projected proficiency in Math. Please note that less than 10% of Carl's population is LEP.	Number Talks will be used during the Tier 1 Math instruction to help English Language Learners develop academic vocabulary and mathematical thinking to be able to solve equations and word problems. The strategist and lead teachers will develop weekly professional development for teachers to address ELA, Math and SEL strategies with a focus on discourse.
Foster/Homeless	Students struggle with emotion regulation, which makes it difficult for them to focus on instruction.	The counselor will teach lessons in the classroom and conduct skill-based short-term small group lessons with a focus on emotion regulation. The counselor will also lead professional development for teachers on effective strategies for students who are dysregulated. Teachers will be encouraged to attend the Regulated Classroom training that is provided by the district in order support student regulation.

Free and Reduced Lunch	Students struggle with emotion regulation, which makes it difficult for them to focus on instruction.	The counselor will teach lessons in the classroom and conduct skill-based short-term small group lessons with a focus on emotion regulation. The counselor will also lead professional development for teachers on effective strategies for students who are dysregulated. Teachers will be encouraged to attend the Regulated Classroom training that is provided by the district in order support student regulation.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	There are achievement gaps amongst subgroups as measured by MAP Growth assessment.	Teachers will use MAP Growth data to facilitate Tier II and Tier III targeted small group instruction to assist with closing achievement gaps.
Students with IEPs	Students need more consistent instruction/ exposure using Tier I grade level materials.	Teachers will provide more opportunities for students to engage with Tier I grade level materials using accommodations and supports.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Tier I instruction is not fully aligned with using evidence-based, scientifically researched Tier I instructional materials .
Critical Root Cause: Inconsistent use of evidence-based, scientifically researched Tier I instructional materials to meet the needs of all students.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percentage of classroom observations that show evidence that all students are receiving instruction with evidence-based, scientifically researched Tier I instructional materials from 60% at the end of the first semester to 85% at the end of the second semester, 2026-2027, as measured by the Tier I Monitoring Tool (Focal Point). (Academic Excellence: Strong Readers, Writers, and Communicators, Academic Excellence: Confident Mathematical Thinkers and Problem Solvers, Academic Excellence: Inclusive Classrooms that Support Every Learner, Academic Excellence: Valued

Educators)

Aligns with District Goal

Formative Measures: Tier I Monitoring Tool (Focal Point)

Improvement Strategy 1 Details

Improvement Strategy 1: Attend and implement professional learning opportunities on District Tier I instructional materials to build teacher capacity.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide and/or notify of professional learning opportunities for teachers on District Tier I instructional materials.	principal, assistant principal, strategist	Ongoing; August, 2026 - May, 2027	
2	Teachers will incorporate evidence of professional learning into their instruction.	teachers	Ongoing; August, 2026 - May, 2027	
3	The leadership team will conduct bi-weekly walkthroughs using the Tier I Monitoring Tool. This data will be integrated into PLC+ conversations and drive professional learning needs.	principal, assistant principal, strategist	Bi-weekly; August, 2026 - May, 2027	

Position Responsible: Administration

Resources Needed: Amplify Science
HMH Into Reading K-5
enVisions 2.0
Tier I Monitoring Tool

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

Evidence Level
Level 1: Strong: Amplify Science
Level 2: Moderate: HMH Into Reading
Level 3: Promising: enVisions 2.0

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Connectedness

Connectedness Areas of Strength

Consistent time is built into the schoolwide, daily announcements to share the theme of the week and talk about strategies to manage difficult emotions, social expectations, study habits, growth mindset, conflict resolution, and other life skills. Ninety-two percent of students in grades 3-5 report that they have a teacher or other adult from school who they can count on to help them as measured by the Spring 2026 Panorama Survey.

Connectedness Areas for Growth

Panorama survey results show that students feel supported at the school but continue to need additional strategies to help with growth mindset and perseverance. Fewer students reported having a growth mindset for the Spring 2026 Panorama Survey (51%) than the Winter 2025 Panorama Survey (55%). The results of the Learning Attitudes section of the District Wide Surveys were lower than the other areas. Chronic absenteeism increased from 16% for the 2024-2025 school year to 19.2% for the 2025-2026 school year. The disparity between student groups with the highest and lowest non-attendance behavior incidents is 51.4% as measured by Infinite Campus.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students are not engaging in enough academic discourse during Tier I instruction. There is a 26% achievement gap between LEP and Non LEP students based on Spring 2026 MAP Growth projected proficiency in Math. Please note that less than 10% of Carl's population is LEP.	Number Talks will be used during the Tier 1 Math instruction to help English Language Learners develop academic vocabulary and mathematical thinking to be able to solve equations and word problems. The strategist and lead teachers will develop weekly professional development for teachers to address ELA, Math and SEL strategies with a focus on discourse.
Foster/Homeless	Students struggle with emotion regulation, which makes it difficult for them to focus on instruction.	The counselor will teach lessons in the classroom and conduct skill-based short-term small group lessons with a focus on emotion regulation. The counselor will also lead professional development for teachers on effective strategies for students who are dysregulated. Teachers will be encouraged to attend the Regulated Classroom training that is provided by the district in order support student regulation.

Student Group	Challenge	Solution
Free and Reduced Lunch	Students struggle with emotion regulation, which makes it difficult for them to focus on instruction.	The counselor will teach lessons in the classroom and conduct skill-based short-term small group lessons with a focus on emotion regulation. The counselor will also lead professional development for teachers on effective strategies for students who are dysregulated. Teachers will be encouraged to attend the Regulated Classroom training that is provided by the district in order support student regulation.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	There are achievement gaps amongst subgroups as measured by MAP Growth assessment.	Teachers will use interim assessment data to facilitate Tier II and Tier III targeted small group instruction to assist with closing achievement gaps.
Students with IEPs	Students need more consistent instruction/exposure using Tier I grade level materials.	Teachers will provide more opportunities for students to engage with Tier I grade level materials using accommodations and supports.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students are struggling with emotional regulation which is leading to an increase in behavior incidents and interrupted instruction.
Critical Root Cause: The students need direct teaching and support for emotional regulation.

Problem Statement 2: Teachers are struggling to assist students who are emotionally dysregulated which is leading to an increase in behavior incidents and interrupted instruction.
Critical Root Cause: The teachers need direct training and support for assisting students with their emotional regulation.

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the disproportionality in the percentage of non-attendance behavior incidents between student groups with the highest and lowest non-attendance behavior incidents from 51.4% in 2026 to 45% by 2027, as measured by Infinite Campus. (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected, Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Aligns with District Goal

Formative Measures: Infinite Campus

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 1: Attend and implement professional learning opportunities focused on behavior support and The Regulated Classroom.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide and/or notify of professional learning opportunities for teachers on PBIS, MTSS, and The Regulated Classroom.	principal, assistant principal, counselor, SSIF	Ongoing; August, 2026 - May, 2027	
2	Teachers will incorporate evidence of professional learning into their instruction.	teachers	Ongoing; August, 2026 - May, 2027	

Position Responsible: Administration

Resources Needed: PBIS training and resources
MTSS training and resources
The Regulated Classroom training and resources

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

Evidence Level
Level 1: Strong: PBIS, MTSS

Problem Statements/Critical Root Cause: Connectedness 1

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 2: Provide learning opportunities focused on behavior support and The Regulated Classroom to students.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide targeted skill-based, short-term, small group instruction to students who exhibit high needs for behavior support.	counselor and SSIF	Ongoing; August, 2026 - May, 2027	
2	Teachers will utilize Regulated Classroom strategies to assist students with regulation.	teachers	Ongoing; August, 2026 - May, 2027	

Position Responsible: Administration

Resources Needed: PBIS training and resources
MTSS training and resources
The Regulated Classroom training and resources

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

Evidence Level
Level 1: Strong: PBIS, MTSS

Problem Statements/Critical Root Cause: Connectedness 1

Priority Problem Statements

Problem Statement 1: The percentage of students performing at or above the 41st percentile in math and reading is low and has remained relatively stagnant over a two year span.

Critical Root Cause 1: In mathematics, students are lacking foundational skills. In reading, students are not being explicitly taught the phonics skills and academic vocabulary for all academic subjects. Small group instruction at all tiers is inconsistent and needs to be more data driven for both math and reading.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Tier I instruction is not fully aligned with using evidence-based, scientifically researched Tier I instructional materials .

Critical Root Cause 2: Inconsistent use of evidence-based, scientifically researched Tier I instructional materials to meet the needs of all students.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Students are struggling with emotional regulation which is leading to an increase in behavior incidents and interrupted instruction.

Critical Root Cause 3: The students need direct teaching and support for emotional regulation.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- MAP Growth Assessment
- Student Climate Survey, Student Voice
- Other
    - Panorama

Adult Learning Culture

- Master schedule
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Student Climate Survey
- Walk-through data

Connectedness

- Behavior
- PBIS/MTSS data
- Perception/survey data
- Other
    - Panorama

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The leadership team, comprised of administration, grade-level chairs, strategists, and counselor, meets bi-weekly to discuss results from various data sources in order to determine best actions to support student growth and achievement. The SOT meets monthly and discusses various data sources on at least a quarterly basis to help guide the leadership team.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The SOT, which includes staff, parents, and community members, meets twice in the fall to review the plan and provide feedback for making revisions.

2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in Plan4Learning and posted on the school website to serve as a communication tool with the school community.

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

Per Nevada Revised Statutes (NRS).388G, the school plan must be posted on both the District and school websites. Upon approval, the School Improvement Plan (SIP) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented at our school site.

2.5: Increased learning time and well-rounded education

We used Title I funds to fund two and a half highly qualified teachers. These positions will allow teachers to deliver instruction at a high cognitive demand and differentiate instruction to meet varying academic needs in order to increase proficiency in all academic areas.

2.6: Address needs of all students, particularly at-risk

Please refer to the Equity Resource Supports table within each Inquiry Area to see challenges and solutions developed to ensure the needs of all students are considered and addressed.

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

4.2: Offer flexible number of parent involvement meetings

Parent involvement opportunities are offered at least monthly, frequently with different meeting dates and/or times, to provide the opportunity for families to participate.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$ 4,777,621.01	Staffing, Extra Duty Pay, General Supplies	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	$ 278,404.00	Staffing	Student Success
EL Weighted Allocation	$ 110,460.91	Staffing	Student Success, Connectedness
Title I	$ 187,880.00	Staffing, Parent Involvement	Student Success, Connectedness
Title I, Section 1003(a)	$5,454,702.03	i-Ready Personalized Learning	Student Success

School Continuous Improvement Team

Team Role	Name	Position
Parent	Heather Stout	Parent
Parent	Aaron Contreras	Parent
Teacher	Amy Tagaca	Teacher
Teacher	Bryan Terry	Teacher
Teacher	Sarah Roberts	Teacher
Teacher	Megan Theobald	Teacher
Teacher	Marcela Gjabel	Teacher
Teacher	Ashley Callejo	Teacher
Teacher	Valentine Wolsey	Teacher
Teacher	Joann Ortiz	Teacher
Teacher	Amy Strube	Teacher
Teacher	Erin Galante	Teacher
Teacher	Suzanne Rossi	Teacher
Teacher	Meshel Clements	Teacher
Teacher	Pamela Malone	Teacher
Teacher	Julie Mohr	Teacher
Teacher	Christina Kirschner	Teacher
Paraprofessional	Martha Sanchez	Paraprofessional
Teacher	Kristin Smith	Teacher
Administrator	Nicole Lawrence	Assistant Principal
Counselor	Sara Polito	Counselor
Parent	Sarah Eisenberg	Parent
Strategist	Angela Reinhard	Strategist
Administrator	Tenisha Brunetti	Principal