

Clark County School District



Carl, Kay ES

Classification: 3 Star School

Title I, ATSI

2026-2027 School Improvement Plan

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.

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Comprehensive Needs Assessment

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.

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%).

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 monthly 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. 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	Students struggle with emotion regulation, which makes it difficult for them to focus on instruction. 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	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 Student Success Needs

Problem Statement	Critical Root Cause
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.	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.

★ = Priority

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.

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%).

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.
		The counselor will teach lessons in the classroom and conduct skill-

Free and Reduced Lunch	Students struggle with emotion regulation, which makes it difficult for them to focus on instruction.	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	Critical Root Cause
1 ★ Tier I instruction is not fully aligned with using evidence-based, scientifically researched Tier I instructional materials .	Inconsistent use of evidence-based, scientifically researched Tier I instructional materials to meet the needs of all students.

★ = Priority

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.

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.

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.
		The counselor will teach lessons in the

Free and Reduced Lunch	Students struggle with emotion regulation, which makes it difficult for them to focus on instruction.	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	Critical Root Cause
1 ★ Students are struggling with emotional regulation which is leading to an increase in behavior incidents and interrupted instruction.	The students need direct teaching and support for emotional regulation.
2 Teachers are struggling to assist students who are emotionally dysregulated which is leading to an increase in behavior incidents and interrupted instruction.	The teachers need direct training and support for assisting students with their emotional regulation.

★ = Priority



Priority Problem Statements

Problem Statement

Critical Root Cause

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.

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.

2
★

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

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

3
★

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

The students need direct teaching and support for emotional regulation.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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



Inquiry Areas

Inquiry Area 1

Student Success

SMART Goal 1 Aligns with District Goal

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.

Formative Measures: Interim assessments

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.

Actions for Implementation

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	

Position Responsible: Administration

Resources Needed: HMH Into Reading K-5

enVisions 2.0

Tier I Monitoring Tool (Focal Point)

CCSD Pacing Guides

Evidence Level

Level 2: Moderate:
HMH Into Reading K-5

Level 3: Promising:
enVisions Math 2.0

Problem Statements: Student Success 1

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

Status Checks

October

February

June

Improvement Strategy 2

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

Actions for Implementation

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

Evidence Level

Level 2: Moderate:
PLCs, Data Analysis

Problem Statements: Student Success 1 - Adult Learning Culture 1

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

Status Checks

October

February

June

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement	Root Cause
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.	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.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement	Root Cause
1 Tier I instruction is not fully aligned with using evidence-based, scientifically researched Tier I instructional materials .	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).

Formative Measures: Tier I Monitoring Tool (Focal Point)

Improvement Strategy 1

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

Actions for Implementation

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

Evidence Level

Level 1: Strong:
Amplify Science

Level 2: Moderate:
HMH Into Reading

Level 3: Promising:
enVisions 2.0

Problem Statements: Adult Learning Culture 1

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

Status Checks

October

February

June

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

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

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

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.

Formative Measures: Infinite Campus

Improvement Strategy 1

Attend and implement professional learning opportunities focused on behavior support and The Regulated Classroom.

Actions for Implementation

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

Evidence Level

Level 1: Strong:
PBIS, MTSS

Problem Statements: Connectedness 1

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

Status Checks

October

February

June

Improvement Strategy 2

Provide learning opportunities focused on behavior support and The Regulated Classroom to students.

Actions for Implementation

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

Evidence Level

Level 1: Strong:
PBIS, MTSS

Problem Statements: Connectedness 1

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

Status Checks

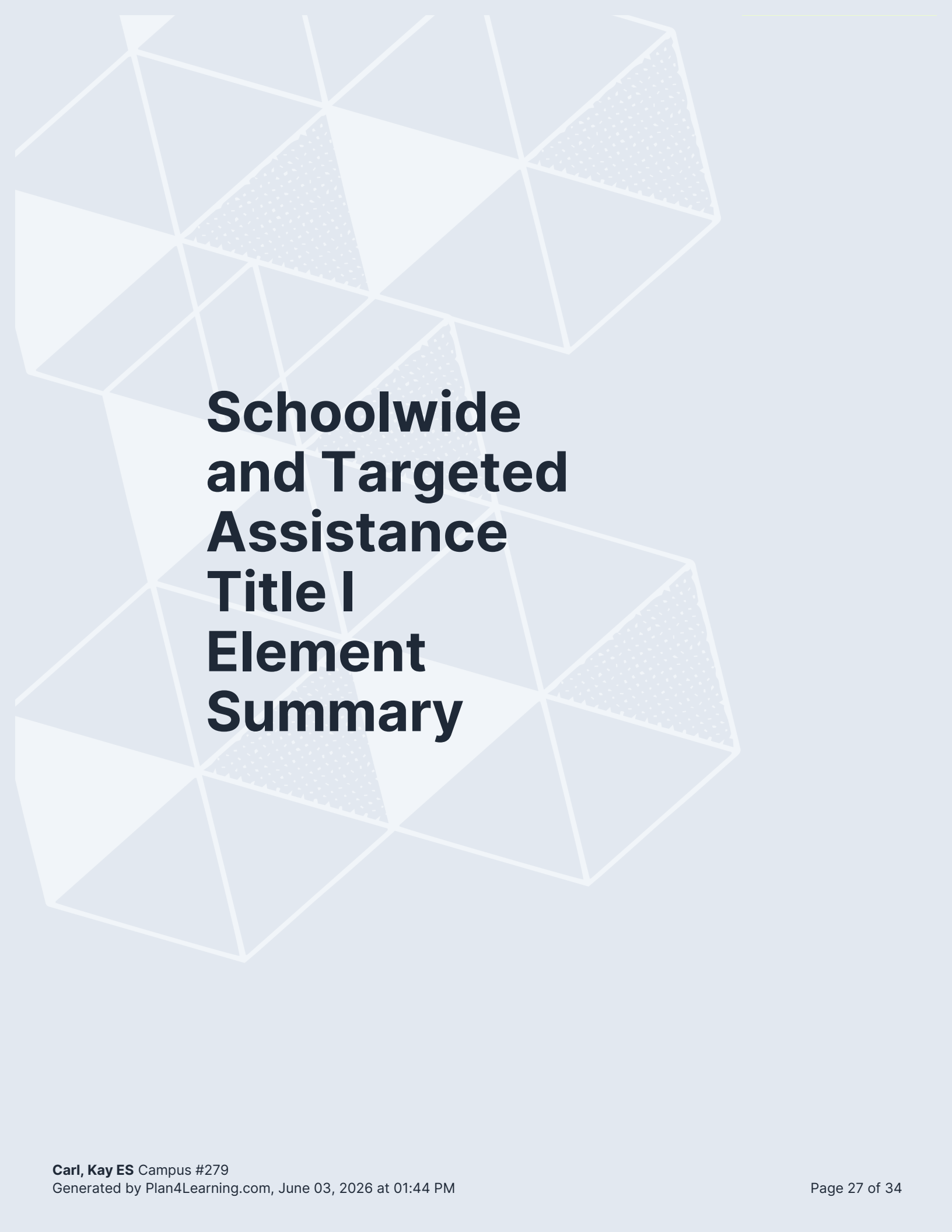
October

February

June

SMART Goal 1 Problem Statements Identifying Connectedness

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



Schoolwide and Targeted Assistance Title I Element Summary

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

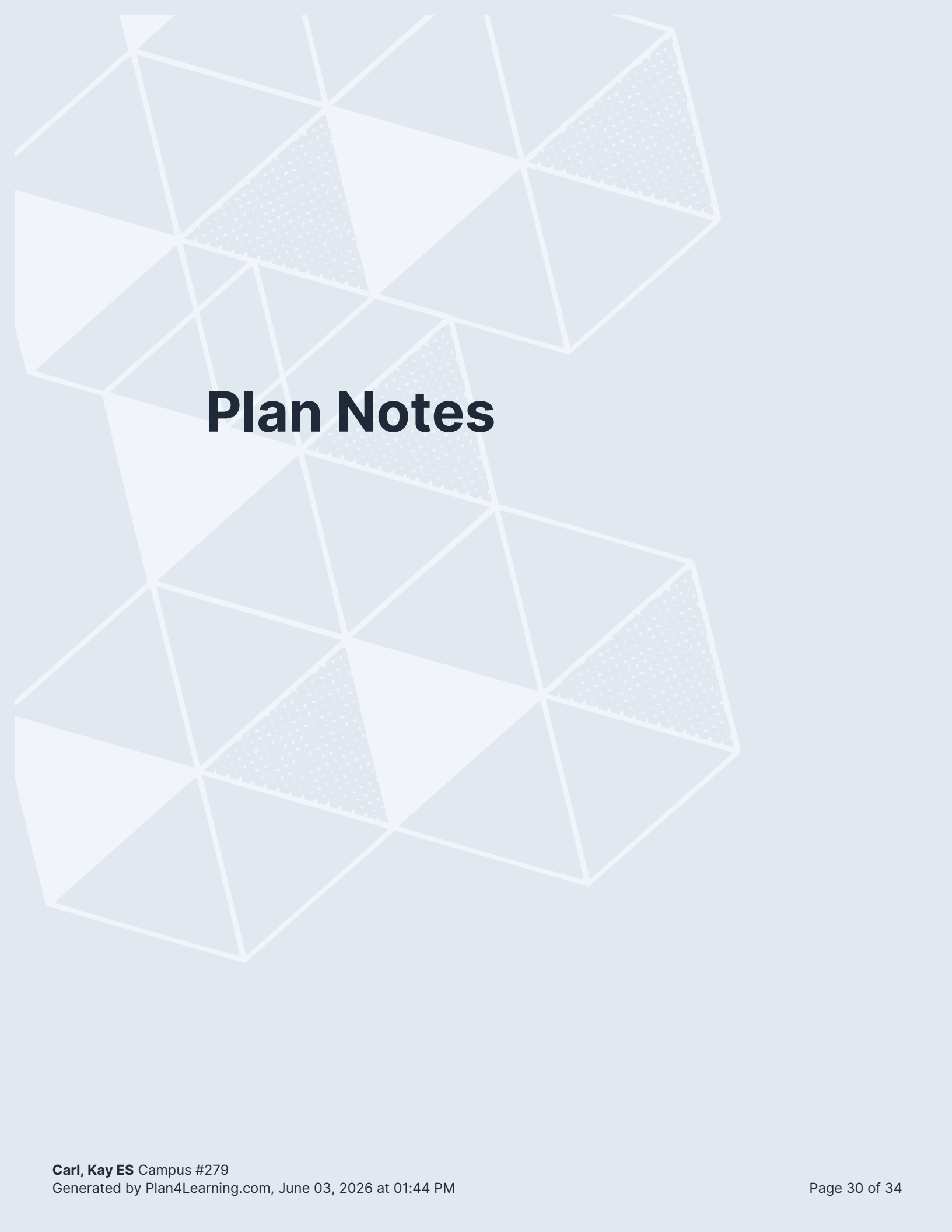
During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

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

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



Teams

Teams

School Continuous Improvement Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 12, 2026 @ 3:45 PM	Room 68	May 12, 2026 SOT Sign-in Sheet.pdf	SOT Agenda May 12, 2026 Minutes.pdf
May 12, 2026 @ 8:30 AM	Room 53	--	L&D Agenda 5-12-26.docx.pdf

Members

First Name	Last Name	Position	Committee Role
Heather	Stout	Parent	Parent
Aaron	Contreras	Parent	Parent
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	Teacher
Martha	Sanchez	Paraprofessional	Paraprofessional

Kristin	Smith	Teacher	Teacher
Nicole	Lawrence	Assistant Principal	Administrator
Sara	Polito	Counselor	Counselor
Sarah	Eisenberg	Parent	Parent
Angela	Reinhard	Strategist	Strategist
Tenisha	Brunetti	Principal	Administrator