



## Clark County School District

# Kay Carl Elementary

### School Performance Plan: A Roadmap to Success

*Kay Carl Elementary has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.*

**Principal:** Tenisha Brunetti

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**Phone:** 702-799-6650

**School Designations:**  Title I     MRI     CSI     TSI     ATSI

*Our SPP was last updated on January 21, 2025.*



# School Demographics and Performance Information

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 [http://nevadareportcard.nv.gov/DI/nv/clark/kay\\_carl\\_elementary\\_school/2024/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/kay_carl_elementary_school/2024/nspf/).

*Inclusion of this link replaces completion of the tables in the previous year’s SPP.*

## 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
Tenisha Brunetti	<b>Principal(s)</b> <i>(required)</i>
Sara Polito	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Angela Reinhard Sara Polito Joann Ortiz Nicole Del Quadro Patty Marco Amy Strube Meshel Clements Betty Bartolotta	<b>Teacher(s)</b> <i>(required)</i>
Jennifer Lamontagne-Cruz	<b>Paraprofessional(s)</b> <i>(required)</i>
Danielle Konshuk	<b>Parent(s)</b> <i>(required)</i>
Corijo Anderson	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>



# School Community Outreach

*This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.*

Outreach Activity	Date	Lessons Learned from the School Community
SOT Meeting/Status Check 2/ Continuous Improvement Process	1/7/25, 1/14/25, 1/21/25	Discussed school-wide budget, data, & plans for moving forward
SOT Meetings	9/10/24	Discussed school-wide budget, data, & plans for moving forward
Act 3/Act 1 Continuous Improvement Process	5/7/2024	Discussed school-wide budget, data, & plans for moving forward



# 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
<b>Data Reviewed</b>	MAP Growth Assessment	MTSS, Panorama, Districtwide Survey	Overviews & Data Walks
	<i>Areas of Strength: Third-grade students had the highest proficiency on the SBAC assessments. ELA and science proficiency are almost back to pre-pandemic levels.</i>		
	<i>Areas for Growth: Math proficiency continues to be lower than typical levels. Overall proficiency is low.</i>		
<b>Problem Statement</b>	<p>We have a significant number of students performing below the 40th percentile in math, reading, and science. Fewer than 5% of students who are English Learners (EL) were proficient in math, while 40.0% of White/Caucasian students were proficient on the 2021-2022 SBAC math assessment. In ELA, 7.7% of ELs (Current and Former) were proficient compared to 49.5% of White/Caucasian students. There is a 35 percentage point difference between these student groups scoring proficient in math and a 41.8 point gap in ELA. On the science assessment, 7.6% of ELs were proficient compared to 22.2% of White/Caucasian students. This is a 14.6 point achievement gap.</p>		
<b>Critical Root Causes</b>	<p>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.</p> <p>As evidenced by state assessment data and classroom observations, a root cause of the low performance of English language learners in language proficiency and content achievement is that students lack consistent opportunities throughout the day for extended discourse on grade-level content.</p>		



## Part B

Student Success	
<p><b>School Goal:</b></p> <ul style="list-style-type: none"><li>A. Increase the percentage of students scoring above the 40th percentile in math from 36% Fall 2024 to 57% (winter) to 59% (spring) by 2025 as measured by the MAP Growth Assessment.</li><li>B. Increase the percentage of students scoring above the 40th percentile in ELA from 44% Fall 2024 to 66% (winter) to 68% (spring) by 2025 as measured by the MAP Growth Assessment.</li><li>C. Increase the percentage of overall proficient English Language Learners from 5% to 10% by May 2025, as measured by the WIDA Access 2.0.</li></ul>	<p><b>Aligned to Nevada's STIP Goal:</b> Goal 3 - All students experience academic growth.</p>
<p><b>Improvement Strategy:</b> Ensure differentiated grouping, using data to drive instruction, and planning individual student goals and supports</p> <ul style="list-style-type: none"><li>● Strategist will determine leveled groups for small group support. The strategist will be taking data during intervention groups to track the rate of progress and challenging students as they improve.</li><li>● During PLCs, instructional strategies will be discussed along with data to drive the next steps, and the effective use of ELL strategies and practices and next steps/supports will be determined and carried out. (administration and Strategist)</li><li>● Additional staff (CTTs and instructional aides) will be hired to provide Tier 2 instruction. Specialized, small-group instruction is provided to EL students by the Read by Grade 3 Strategist. We will be using Savvas Quick Reads materials purchased through Title III funds. The administration will monitor small-group instruction.)</li></ul>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Envisions 2020 Level 3, Ready Reading Level 1, i-Ready Level 1</p>	
<p><b>Intended Outcome:</b> By strengthening Tier 1 instruction, we will be able to increase the percentage of students performing above the 40th percentile.</p>	
<p><b>Action Steps:</b> Daily Tiered instruction in math, reading, and science. Teachers develop and implement joint, formative, and summative assessments aligned to the standards at the appropriate level of rigor to inform instruction and monitor students' learning. Each student will be pulled 1-2 times per week and will meet in a small group with our strategist for specific targeted language instruction based on their skill deficit areas in literacy as assessed by WIDA language domains. Individual goal-setting conferences with students on WIDA performance (specific to each domain). EL students will be taught using the Quickreads materials to increase reading fluency, speaking, and use and understanding of content-level vocabulary. This will further enhance ELL learner's vocabulary development, levels of discourse, writing, and reading skills.</p>	



**Plans to provide professional development designed to address the needs of English learners:**

- Teachers will also complete the Understanding Language Development (ULD) professional learning (4 sessions) provided by ELLD and collaborate on the implementation of strategies from professional learning. The goal is to build capacity within the school and improve reflection and discussion regarding purposeful planning of language routines and discourse structures
- QTEL Strategic Tuesday-PL trainings for engagement and discourse strategies (Strategist)

**Resources Needed:** enVision Mathematics for Tier 1, i-Ready materials and common assessments, Amplify Science curriculum

**Challenges to Tackle:**

- Student attendance - Parent/Teacher conferences will focus on discussing the importance of consistent school attendance and the harmful effects of poor attendance. Solution: Daily accountability for attendance and tardies and class and individual incentives.

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

Utilize manipulatives, number talks, sentence stems/frames, Academic Vocabulary, Learning Intentions and Success Criteria, engagement strategies to increase discourse, through the use of:

- FastBridge
- HMH Into Reading (Level 4)
- Envision Mathematics( Level 3)
- Exact Path (Level 3)
- Achieve 3000 (Level 2)
- Accelerated Reader (Level 3)
- Quick Reads (Level 1)
- Zones of Regulation (Level 3)

**Additional Supports:**

Foster/Homeless: We provide School Bell for students in need, tutoring, and small group instruction.

Free and Reduced Lunch: Tutoring, small group, and Counselor

Migrant: N/A

Racial/Ethnic Minorities: Multicultural family nights



Students with IEPs: We implement accommodations in the classroom and during specials and lunch.

English Language Learners: 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.



## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	Monthly calendar for PLC and SEL Sanford Harmony Lessons.	Daily morning classroom walks.	Student survey data
	<i>Areas of Strength: Consistent staff who maintain high expectations for student learning. Long-range plans are developed to support SEL instruction. Teachers are using the themes of the week in the classroom as noted through classroom walkthroughs.</i>		
	<i>Areas for Growth: New district initiatives require additional support and professional learning. We will continue to provide additional support to promote meaningful student discourse.</i>		
<b>Problem Statement</b>	There is a continued need to provide effective professional learning to support teachers with the implementation of PLC's and incorporating SEL strategies in the classroom.		
<b>Critical Root Causes</b>	Ongoing, job-embedded professional learning is a continual need for all teachers and instructional staff.		

### Part B

Adult Learning Culture	
<b>School Goal:</b> As monitored by LETRS online platform and student intervention observations, 100% of licensed staff will complete Units 1-5 of the LETRS program by the end of the 2024-2025 school year.	<b>STIP Connection: Goal 2</b> - All students have access to effective educators
<b>Improvement Strategy:</b> Professional Development for the staff and ongoing PL related to district PLC structures and template while incorporating LETRS strategies.	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Professional Learning Communities (PLC) 2	





**Intended Outcomes:** One hundred percent of the staff will implement LETRS and PLC's with fidelity, which will increase student achievement.

**Action Steps:**

- Teachers will meet weekly to collaborate and actively engage in PLC's to analyze data, unwrap standards, and plan for instruction.
- Teachers will participate in on-site coaching and collaboration with grade-level peers.
- Administration and coaches will use a look-for tool during instructional walks to provide real-time feedback and coaching opportunities aligned to the program model to support teacher growth and development.

**Resources Needed:**

- Counselors and strategists will create a monthly calendar for the staff of daily lessons.

**Challenges to Tackle:**

- N/A

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

**Additional Supports**

English Learners: Tutoring and small group Tier 3, Translate documents, Translators. Learning Strategist will provide professional development to all teachers on discourse, graphic organizers, academic vocabulary, and foundational skills. Teachers participate in weekly professional learning communities and strategist-led training focused on Into Reading, as well as incorporating the English Language Learner strategies in HMH throughout each lesson and module. Teachers also spend time weekly planning to utilize ELL support in EnVisions.

Foster/Homeless: We provide School Bell for students in need, tutoring, and small group instruction.

Free and Reduced Lunch: Tutoring, small group, and Counselor

Migrant: N/A

Racial/Ethnic Minorities: Multicultural family nights

Students with IEPs: We implement accommodations in the classroom and during specials and lunch.



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
	Panorama, Sanford and Harmony, District Wide Survey	District Wide Staff Survey	District Wide Survey
<b>Data Reviewed</b>	<i>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.</i>		
	<i>Areas for Growth: Student survey results show that students feel supported at the school but continue to need additional strategies to help with emotional regulation. The results of the Learning Attitudes section of the District Wide Surveys were lower than the other areas.</i>		
<b>Problem Statement</b>	Students are not emotionally prepared for the school day (44% of students feel they can regulate their own emotions).		
<b>Critical Root Causes</b>	The students are lacking self-confidence in their ability to regulate their own emotions.		

### Part B

Connectedness	
<b>School Goal:</b> Increase the percentage of students who can use emotional regulation from 50% Fall 2024 to 51% (winter) to 52% by May 2025, as measured by the Panorama Education Survey.	<b>STIP Connection:</b> <b>Goal 3:</b> All students experience continued academic growth. <b>Goal 6:</b> All students and adults work together in safe environments



	where identities and relationships are valued and celebrated.
<b>Improvement Strategy:</b> Provide lessons on Zones of Regulation & Kelsos Choices	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Kagan Level 2 Leader in Me Level 4</i>	
<b>Intended Outcomes:</b> By students feeling safe, ready to learn, and using coping and social strategies, students will increase student achievement and attendance.	
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● Counselor will provide bi-monthly and monthly classroom lessons on the Zones of Regulation and Kelso's Choices.</li><li>● The teachers will utilize the strategies in the classroom daily and in all common areas of the school campus.</li><li>● Kelso's Choices, Posters, Calm Down Kits, and Counselor.</li></ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● Lessons for Zones of Regulation and Kelso's Choices, Posters, Calm Down Kits, Counselor.</li></ul>	
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● The number of students and their individual needs and student attendance. Solution: Daily accountability for attendance and tardies and class and individual incentives.</li></ul>	
<b>Equity Supports. What will we do to support the following student groups around this goal?</b>	
English Learners: Tutoring and small group Tier 3, Translate documents, Translators.	
Foster/Homeless: We provide School Bell for students in need, tutoring, and small group instruction.	
Free and Reduced Lunch: Tutoring, small group, and Counselor	
Migrant: N/A	
Racial/Ethnic Minorities: Multicultural family nights	



## 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)
General Budget	\$5,445,592.91	Licensed personnel, materials, CTTs (6)	Goals 1, 2, and 3
Read 3	\$105,608.85	Read by Grade 3 Strategist	Goal 1
EL Weighted Funds	\$101,643.30	Split-fund for staffing	Goals 1, 2, and 3
At-Risk	\$434,328.29	Class size reduction	Goal 1 and 3
Title III	\$3,696.00	Materials	Goal 1
Title I	\$273,600	Staff	Goals 1, 2, and 3