

# Clark County School District

## Carl, Kay ES

### 2025-2026 School Improvement Plan

Classification: 3 Star School

Title I, ATSI



# 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/](https://nevadareportcard.nv.gov/DI/nv/clark/kay_carl_elementary_school/nspf/)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

Kindergarten and second grade had 72% of their students overall at or above the 41st percentile as measured by the Spring 2024-2025 MAP Growth assessment. Our school as a whole has high growth/high achievement (upper right quadrant) in Reading as measured by the Spring 2024-2025 MAP Growth assessment. Ninety-one 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 2025 Panorama Survey. The addition of a behavior strategist allowed teachers to spend more time focusing on instruction in the classroom as reported by classroom teachers on a school survey. Eighty-five percent of classroom visits showed student engagement as observed using the Tier I Monitoring Tool during the 2024-2025 school year. Eighty-seven percent of classroom visits showed instruction aligned to the standard as observed using the Tier I Monitoring Tool during the 2024-2025 school year.

### Student Success Areas for Growth

Math proficiency continues to be lower than typical levels and overall proficiency is low. The percentage of students at or above the 41st percentile in Reading remained stagnant for the Spring 2023-2024 to Spring 2024-2025 as measured by the MAP Growth assessment. Chronic absenteeism increased from 15% for the 2023-2024 school year to 20.3% for the 2024-2025 school year. Fewer students reported having a growth mindset for the Spring 2025 Panorama Survey (47%) than the Winter 2024 Panorama Survey (55%). Fifty-five percent of classroom visits were observed using Tier I instructional materials as observed using the Tier I Monitoring Tool during the 2024-2025 school year. Thirty-seven percent of classroom visits were observed with teacher and students interacting with learning intentions and 35% of classroom visits showed teacher and students interacting with success criteria as observed using the Tier I Monitoring Tool during the 2024-2025 school year.

### Student Success Equity Resource Supports

Student Group	Challenge	Solution
<b>English Learners</b>	Students are not engaging in enough academic discourse during Tier I instruction. There is a 28% achievement gap between LEP and Non LEP students based on Fall MAP Growth projected proficiency. 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.

Student Group	Challenge	Solution
<b>Foster/Homeless</b>	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 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.
<b>Free and Reduced Lunch</b>	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 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.
<b>Migrant/Title1-C Eligible</b>	N/A	N/A
<b>Racial/Ethnic Minorities</b>	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.
<b>Students with IEPs</b>	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 1 (Prioritized):** The percentage of students performing at or above the 41st percentile in math and reading is low and has remained 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. Consistent use of District Tier I materials for math and reading did not occur.

### Inquiry Area 1: Student Success

**SMART Goal 1:** Increase the percentage of all students scoring at or above the 41st percentile in math from 68% fall 2025 to 73% (winter) to 78% (spring) by 2025-2026 as measured by the MAP Growth Assessments.

Increase the percentage of all students scoring at or above the 41st percentile in ELA from 72% fall 2025 to 77% (winter) to 82% (spring) by 2025-2026 as measured by the MAP Growth Assessments.

**Aligns with District Goal**

**Formative Measures:** MAP Growth data

Improvement Strategy 1 Details				Reviews		
<b>Improvement Strategy 1:</b> Utilize District Tier I materials with integrity at all grade levels and analyze student assessment data to guide instruction and for reteaching.				Status Check		EOY Reflection
				Oct	Feb	June
Action #	Actions for Implementation	Person(s) Responsible	Timeline	In progress	In progress	
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 6-8, 2025			
2	Teachers will utilize District Tier I instructional materials to teach grade level standards.	classroom teachers	Daily; August, 2025 - May, 2026			
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, 2025 - May, 2025			
<p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> HMH Into Reading K-5 enVisions 2.0 Tier I Monitoring Tool (Focal Point)</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Evidence Level</b> Level 2: Moderate: HMH Into Reading K-5 Level 3: Promising: enVisions Math 2.0</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>						

Improvement Strategy 2 Details				Reviews											
<b>Improvement Strategy 2:</b> During PLCs, teachers will use the Teaching and Learning Cycle Framework, focusing on analyzing and responding to student data.				Status Check		EOY Reflection									
				Oct	Feb	June									
				<table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Provide professional learning for K-5 teachers on the PLC model, expectations, and the PLC form we will utilize this school year.</td> <td>principal, assistant principal, strategist</td> <td>August 6-8, 2025</td> </tr> <tr> <td>2</td> <td>Teachers will participate in weekly PLC meetings</td> <td>Grade level chair, teachers</td> <td>Weekly; August, 2025 - May, 2026</td> </tr> </tbody> </table> <p><b>Position Responsible:</b> Administration  <b>Resources Needed:</b> Analyze to Respond template  Student data</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>  2.4, 2.5, 2.6</p> <p><b>Evidence Level</b>  Level 2: Moderate: PLCs, Data Analysis</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>	Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Provide professional learning for K-5 teachers on the PLC model, expectations, and the PLC form we will utilize this school year.	principal, assistant principal, strategist	August 6-8, 2025	2	Teachers will participate in weekly PLC meetings	Grade level chair, teachers
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2	Teachers will participate in weekly PLC meetings	Grade level chair, teachers	Weekly; August, 2025 - May, 2026												

## 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-one 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 2025 Panorama Survey. The addition of a behavior strategist allowed teachers to spend more time focusing on instruction in the classroom as reported by classroom teachers on a school survey. Eighty-five percent of classroom visits showed student engagement as observed using the Tier I Monitoring Tool during the 2024-2025 school year. Eighty-seven percent of classroom visits showed instruction aligned to the standard as observed using the Tier I Monitoring Tool during the 2024-2025 school year.

### 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 2025 Panorama Survey (47%) than the Winter 2024 Panorama Survey (55%). Fifty-five percent of classroom visits were observed using Tier I instructional materials as observed using the Tier I Monitoring Tool during the 2024-2025 school year. Thirty-seven percent of classroom visits were observed with teacher and students interacting with learning intentions and 35% of classroom visits showed teacher and students interacting with success criteria as observed using the Tier I Monitoring Tool during the 2024-2025 school year.

**Adult Learning Culture Equity Resource Supports**

<b>Student Group</b>	<b>Challenge</b>	<b>Solution</b>
<b>English Learners</b>	Students are not engaging in enough academic discourse during Tier I instruction.	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.
<b>Foster/Homeless</b>	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 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.
<b>Free and Reduced Lunch</b>	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 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.
<b>Migrant/Title1-C Eligible</b>	N/A	N/A
<b>Racial/Ethnic Minorities</b>	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.

<p><b>Students with IEPs</b></p>	<p>Students need more consistent instruction/ exposure using Tier I grade level materials.</p>	<p>Teachers will provide more opportunities for students to engage with Tier I grade level materials using accommodations and supports.</p>
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**Problem Statements Identifying Adult Learning Culture Needs**

**Problem Statement 1 (Prioritized):** Tier I instruction is not aligned with the District's Tier I Expectations.

**Critical Root Cause:** Inconsistent use of District Tier I for 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 90% at the end of the second semester, 2025-2026, as measured by the Tier I Monitoring Tool (Focal Point).

**Aligns with District Goal**

**Formative Measures:** Tier I Monitoring Tool (Focal Point)

Improvement Strategy 1 Details				Reviews															
<b>Improvement Strategy 1:</b> Attend and implement professional learning opportunities on District Tier I instructional materials to build teacher capacity.				Status Check		EOY Reflection													
				Oct	Feb	June													
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## 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-one 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 2025 Panorama Survey. Eighty-five percent of classroom visits showed student engagement as observed using the Tier I Monitoring Tool during the 2024-2025 school year.

## 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 2025 Panorama Survey (47%) than the Winter 2024 Panorama Survey (55%). The results of the Learning Attitudes section of the District Wide Surveys were lower than the other areas. Thirty-seven percent of classroom visits were observed with teacher and students interacting with learning intentions and 35% of classroom visits showed teacher and students interacting with success criteria as observed using the Tier I Monitoring Tool during the 2024-2025 school year. Chronic absenteeism increased from 15% for the 2023-2024 school year to 20.3% for the 2024-2025 school year.

## Connectedness Equity Resource Supports

Student Group	Challenge	Solution
<b>English Learners</b>	Students are not engaging in enough academic discourse during Tier I instruction.	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.
<b>Foster/Homeless</b>	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 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.
<b>Free and Reduced Lunch</b>	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 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.
<b>Migrant/Title1-C Eligible</b>	N/A	N/A

Student Group	Challenge	Solution
<b>Racial/Ethnic Minorities</b>	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.
<b>Students with IEPs</b>	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 do not believe that they have the ability to increase their academic effort and achievement.

**Critical Root Cause:** The students are lacking self-confidence in their ability to increase their academic effort and achievement

**Inquiry Area 3: Connectedness**

**SMART Goal 1:** Increase the percentage of all students who perceive they have the potential to change those factors that are central to their performance in school (Growth Mindset) from 47% (spring) to 54% (fall) to 57% (spring) by 2025-2026, as measured by the Panorama Education Student Survey.

Increase the percentage of all students who are able to persevere through setbacks to achieve important goals (Perseverance) from 61% (spring) to 67% (fall) to 70% (spring) by 2025-2026, as measured by the Panorama Education Student Survey.

**Aligns with District Goal**

**Formative Measures:** Panorama Education Student Survey

Improvement Strategy 1 Details				Reviews																			
<b>Improvement Strategy 1:</b> Implement growth mindset and perseverance support through professional learning for teachers, classroom lessons, and family engagement.				Status Check		EOY Reflection																	
				Oct	Feb	June																	
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# 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 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. Consistent use of District Tier I materials for math and reading did not occur.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** Tier I instruction is not aligned with the District's Tier I Expectations.

**Critical Root Cause 2:** Inconsistent use of District Tier I for the needs of all students.

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 3:** Students do not believe that they have the ability to increase their academic effort and achievement.

**Critical Root Cause 3:** The students are lacking self-confidence in their ability to increase their academic effort and achievement

**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 Survey

## Adult Learning Culture

- Professional learning communities (PLC) data/agenda/notes
- Student Climate Survey
- Walk-through data

## Connectedness

- 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 three 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	\$ 5,169,232.54	Staffing, Extra Duty Pay, General Supplies	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	\$ 266,337.93	Staffing	Student Success
EL Weighted Allocation	\$ 108,447.14	Staffing	Student Success, Connectedness
Title IA	\$ 235,640.00	Staffing, Parent Involvement	Student Success, Connectedness

# School Continuous Improvement Team

<b>Team Role</b>	<b>Name</b>	<b>Position</b>
Parent	Jennifer Lamontagne-Cruz	Parent
Parent	Heather Stout	Parent
Parent	Carole Stenek	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

# Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	5/13/25	Spring Data was shared and potential goals were discussed.
Meet and Greet with Staff	8/8/25	State assessment data was shared with staff.
SOT Meeting	8/19/25	Team agreed upon all goals..
Champions Breakfast	8/23/2025	
Math and Science night	9/3/2025	
Family Game Night	9/23/2025	
Family Conferences	10/20/2025	
Fall Festival	10/24/2025	
Ornament Night	TBD-November	
Winter Festival	TBD-December	
Winter Family Game Night	TBD-January	
Family Dance	TBD-February	
Literacy Night	3/11/2026	
25th Anniversary Night	April TBD	
Fine Arts Night	April TBD	
End of the Year BBQ	5/21/2026	