Clark County School District

Carl, Kay ES

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

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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Inquiry Areas

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
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. **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	**Oct:** In progress **October Lessons Learned** We are please with current road we are on regarding this goal. **October Next Steps/Need** Continue to use District Tier I instructional materials, support teachers, and use i-Ready data. **Feb:** Implemented **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: During PLCs, teachers will use the piloted PLC+ model to analyze and respond to student data. **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	**Oct:** In progress **October Lessons Learned** Teachers were provided with initial training and are working in their PLCs. **October Next Steps/Need** Continue to work in PLCs and consider broadening the groups that meet together. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

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	Reviews
Improvement Strategy 1: Attend and implement professional learning opportunities on District Tier I instructional materials to build teacher capacity. **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	**Oct:** In progress **October Lessons Learned** Teachers have been notified of available training for Tier I instructional materials. **October Next Steps/Need** Continue walkthroughs to ensure that there is evidence of using Tier I instructional materials and that information from PLCs and professional learning is being incorporated into instruction. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

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
Improvement Strategy 1: Attend and implement professional learning opportunities focused on behavior support and The Regulated Classroom. **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	**Oct:** In progress **October Lessons Learned** Initial training and meetings about MTSS and what students and teachers need has happened. Teachers have been encouraged to register for the Regulated Classroom training offered by the District. **October Next Steps/Need** Continue to encourage teachers to attend the Regulated Classroom training and provide one copy of the book per grade level as grade levels complete the training. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Provide learning opportunities focused on behavior support and The Regulated Classroom to students. **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	**Oct:** In progress **October Lessons Learned** Counselor, SSIF, and teachers have been identifying students in need of intensive support. Teachers are registering for the Regulated Classroom training. **October Next Steps/Need** Teachers will attend the Regulated Classroom trainings that are offered through the District this school year. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**