



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: Brenda L. Swann

School Website: <https://www.kaycarl.net/>

Email: Swannbl@nv.ccsd.net

Phone: 702-799-6650

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on June 28, 2023.



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/2022/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
Brenda L. Swann	Principal(s) <i>(required)</i>
Tenisha Brunetti	Other School Leader(s)/Administrator(s) <i>(required)</i>
Angela Reinhard Sara Polito	Teacher(s) <i>(required)</i>
Heather Enders	Paraprofessional(s) <i>(required)</i>
CoriJo Anderson	Parent(s) <i>(required)</i>
Molly Lomassaro	Specialized Instructional Support Personnel <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	9/13/22	Discussed school-wide budget, data, & plans for moving forward
SOT	10/11/22	Discussed school-wide budget, data, & plans for moving forward
SOT	5/9/23	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.

NRS 388.408, Section 1 requires principals of public schools which demonstrate low academic achievement of English learner (EL) pupils to establish a corrective action plan (CAP).

AB 219 (a): Root causes of the low levels of achievement among English learners:

AB 219 (b): Plans to address the EL root causes:

AB 219 (c): Attainable quantitative goals and timeline for English learners:

AB 219 (d): Specific actions to improve the achievement of English learners (including monitoring of those actions and persons responsible):

AB 219 (e): Plans to provide professional development designed to address the needs of English learners:

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
	MAP Growth Assessment, i-Ready	MTSS, Panorama, Districtwide Survey	Overations & Data Walks
Data Reviewed	<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>		
Problem Statement	<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>		



Critical Root Causes	<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>AB 219 (a): Root causes of the low levels of achievement among English learners: As evidenced by state assessment data and classroom observations, a root cause of 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>School Goal:</p> <ul style="list-style-type: none"> A. Increase the percentage of students scoring above the 40th percentile in math from 58% (2023 Spring will replace with fall 2023 when available) to 60% (winter) to 62% (spring) by 2024 as measured by the MAP Growth Assessment. B. Increase the percentage of students scoring above the 40th percentile in ELA from 62% (2023 Spring will replace with fall 2023 when available) to 64% (winter) to 66% (spring) by 2024 as measured by the MAP Growth Assessment. C. Increase the percentage of students scoring above the 40th percentile in science from 62% (2023 Spring will replace with fall 2023 when available) to 64% (winter) to 66% (spring) by 2024 as measured by the MAP Growth Assessment. <p>AB 219 (c): Attainable quantitative goals and timeline for English learners: <i>Increase the percentage of overall proficient English Language Learners from 5% to 10% by May 2024, as measured by the WIDA Access 2.0.</i></p>	<p>Aligned to Nevada’s STIP Goal: Goal 3 - All students experience academic growth.</p>
<p>Improvement Strategy: AB 219 (b): Ensure differentiated grouping, using data to drive instruction, and planning individual student goals and supports</p> <p>AB 219 (d): Specific actions to improve the achievement of English learners (including monitoring of those actions and persons responsible):</p> <ul style="list-style-type: none"> • Strategist will determine leveled groups for small group support. Strategist will be taking data during intervention groups to track the rate of progress and challenging students as they improve. • 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) • 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. Administration will monitor small group instruction. 	



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Envisions 2020 Level 3, Ready Reading Level 1, i-Ready Level 1

Intended Outcomes: By strengthening Tier 1 instruction, we will be able to increase the percentage of students performing above the 40th percentile.

Action Steps: Daily Tiered instruction in math, reading, and science. Teachers develop and implement common, formative and summative assessments aligned to the standards at the appropriate level of rigor to inform instruction and monitor students' learning.

AB 219 (b): Plans to address the EL root causes: 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.

AB 219 (e): 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 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?

English Learners: 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. Administration will monitor small group instruction.

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 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	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 will be a focus.</i>		
Problem Statement	There is a continued need to provide effective professional learning to support teachers with implementation of PLC's and incorporating SEL strategies in the classroom.		
Critical Root Causes	Ongoing, job-embedded professional learning is a continual need for all teachers and instructional staff.		

Part B

Adult Learning Culture	
School Goal: By the end of the school year, 100% of the staff will be utilizing learning intentions in their classroom as measured by classroom walkthroughs and observations.	STIP Connection: Goal 2 - All students have access to effective educators
Improvement Strategy: Differentiated Professional Development for the staff and ongoing PL related to district PLC structures and template. Evidence Level (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 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.
- Counselor monthly calendar for the staff of daily lessons. PD on staff development days.
- Counselors and strategists will rotate weekly meeting time is provided on Tuesdays for professional learning.

Resources Needed:

- Counselor monthly calendar for the staff of daily lessons.

Challenges to Tackle:

- N/A

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

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

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
Data Reviewed	<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>		
Problem Statement	Students are not emotionally prepared for the school day (44% of students feel they can regulate their own emotions).		
Critical Root Causes	The students are lacking self confidence in their ability to regulate their own emotions.		

Part B

Connectedness	
School Goal: Increase the percent of students who can use emotional regulation from 47% (2023 Spring will replace with fall 2023, when available) to 48% (winter) to 49% by May 2024 as measured by the Panorama Education Survey.	STIP Connection: Goal 3: All students experience continued academic growth. Goal 6: All students and adults work together in safe environments where identities and relationships are valued and celebrated.
Improvement Strategy: Provide lessons on Zones of Regulation & Kelsos Choices	



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Kagan Level 2 Leader in Me Level 4*

Intended Outcomes: By students feeling safe, ready to learn, and using coping and social strategies, students will increase student achievement and attendance.

Action Steps:

- Counselor will provide bi-monthly and monthly classroom lessons on the Zones of Regulation and Kelso's Choices.
- The teachers will utilize the strategies in the classroom daily and in all common areas of the school campus.
- Lessons for Zones of Regulation and Kelso's Choices, Posters, Calm Down Kits, Counselor.

Resources Needed:

- Lessons for Zones of Regulation and Kelso's Choices, Posters, Calm Down Kits, Counselor.

Challenges to Tackle:

- The number of students and their individual needs and student 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?

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	\$4,704,648.99	Licensed personnel, materials, CTTs (3)	Goals 1, 2, and 3
Read 3	\$94,969.60	Read by Grade 3 Strategist	Goal 1
EL Weighted Funds	\$121,636.70	Split-fund for staffing, tutoring, staff collaboration time	Goals 1, 2, and 3
At-Risk	\$184,887.25	Class size reduction	Goal 1 and 3
Title III	\$3,696.00	Materials	Goal 1
ESSER III	\$115,925.00	Licensed Personnel	Goal 1 and 2
ESSER III	\$5,293.00	Materials	Goal 1, 2, and 3