Clark County School District

Kay Carl Elementary

2021-2022 School Performance Plan:
A Roadmap to Success

Kay Carl has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Brenda L. Swann for more information.

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School Designations: X Title I   ❏ CSI   ❏ TSI   ❏ TSI/ATSI

School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see _Every Student Succeeds Act (ESSA)_, and for detailed information about the School and District rating system, see the _School Rating Overview_.

Enrollment Data

	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	714	.14%	3.78%	38.52%	15.69%	31.09%	3.78%	8.82%	14.01%	7.0%	100%
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data

Academic Year	School/ District	Math Proficiency	Math Growth (MGP)	Math Growth (AGP)	ELA Proficiency	ELA Growth (MGP)	ELA Growth (AGP)	Science Proficiency	ELPA Proficiency	ELPA Growth (AGP)
2018	School	33.14%	30	21.55	43.06%	35.5	35.34	11.7%	31%	56%
2018	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	39.7	38.5	26%	47%	42	44.7%	17.4%	18.7%	42.8%
2019	District	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	23.8%	53.5%
2020	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

*Source: nevadareportcard.nv.gov
**Source: NDE Data File

4 Year ACGR			
	Grad Rate 2017-2018	**Grad Rate 2018-2019**	**Grad Rate 2019-2020**
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	**Relationships**	**Emotional Safety**
School	396	398	415
District*	379	368	361

*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

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)** *(required)*
Tenisha Brunetti	**Other School Leader(s)/Administrator(s)** *(required)*
Angela Reinhard Sara Polito Jeanna LeFave	**Teacher(s)** *(required)*
Pamela Sanchez	**Paraprofessional(s)** *(required)*
CorJo Anderson	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
Shelley Harris	**Specialized Instructional Support Personnel** *(if appropriate)*
Add rows as needed	

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partners.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
SOT	9/14/21 3:45-4:45	15	Data, Budget, Staffing
SOT	10/12/21 3:45-4:45	20	Data, Budget, Staffing, & MTSS
Staff Meeting	10/20/21		Data and Our School Performance Plan

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**
Data Reviewed	MAP Growth Assessment, i-Ready	MTSS, Panorama, Districtwide Survey	Overvations & Data Walks
Problem Statement	We have a significant number of students performing below the 40th percentile in math, reading, and science.		
Critical Root Causes	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.		

Part B

Student Success	
School Goal: A. Decrease the percent of students scoring at or below the 40th percentile in math from 49% (fall) to 44% (winter) to 39% (spring) by 2022 as measured by the MAP Growth Assessment. B. Decrease the percent of students scoring at or below the 40th percentile in ELA from 41% (fall) to 36% (winter) to 31% (spring) by 2022 as measured by the MAP Growth Assessment. C. Decrease the percent of students scoring at or below the 40th percentile in science from 45% (fall) to 40% (winter) to 35% (spring) by 2022 as measured by the MAP Growth Assessment.	**Aligned to Nevada's STIP Goal:** Goal 3 - All students experience academic growth.
Improvement Strategy: Differentiated grouping, using data to drive instruction, individual student goals and folders	

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: Decreasing students performing below the 40th percentile.
Action Steps: Daily Tiered instruction in math, reading, and science. Teachers will use common formative and summative assessments.
Resources Needed: i-Ready materials and common assessments
Challenges to Tackle: • **Student attendance**
Improvement Strategy: *N/A*
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):
Intended Outcomes: *Insert after Event 4*
Action Steps: • *Insert during Event 5*
Resources Needed: • *Insert during Event 5*
Challenges to Tackle: • *Insert during Event 5*
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 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 SEL Sanford Harmony Lessons.	Daily morning classroom walks.	Student survey data
Problem Statement	Continual staff buy-in and consistency in implementing the daily lessons.		
Critical Root Causes	A high staff turnover for the 20-21 school year.		

Part B

Adult Learning Culture	
School Goal: By the end of the school year 100% of the staff will be utilizing SEL strategies. In their classroom.	**STIP Connection: Goal 2 -** All students have access to effective educators
Improvement Strategy: Differentiated Professional Development for the staff and ongoing PL for Sanford Harmony **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): SEL Level 1, Sanford Harmony Level 4	
Intended Outcomes: One hundred percent of the staff will implement the SEL with fidelity.	
Action Steps: • Counselor monthly calendar for the staff of daily lessons. PD on staff development days.	
Resources Needed:	

- Counselor monthly calendar for the staff of daily lessons.

Challenges to Tackle:
- Staff attendance

Improvement Strategy: *N/A*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

Intended Outcomes: *Insert after Event 4*

Action Steps:
- *Insert during Event 5*

Resources Needed:
- *Insert during Event 5*

Challenges to Tackle:
- *Insert during Event 5*

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**
Data Reviewed	Panorama, Sanford and Harmony, District Wide Survey	District Wide Staff Survey	District Wide Survey
Problem Statement	Students are not emotionally prepared for the school day.		
Critical Root Causes	The students are lacking coping strategies and they are not able to understand others perspectives.		

Part B

Connectedness	
School Goal: Increase the percent of students who can use emotional regulation from 42% (fall) to 47% (winter) to 53% by May 2022 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: Students feel safe, ready to learn, and are able to use coping and social strategies.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.	

Action Steps:
- *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.

Improvement Strategy: *N/A*

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

Intended Outcomes: *Insert after Event 4*

Action Steps:
- *Insert during Event 5*

Resources Needed:
- *Insert during Event 5*

Challenges to Tackle:
- *Insert during Event 5*

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, 667,194.07	Licensed personnel, materials, CTTs (4)	Goals 1, 2, and 3
Read 3	$91,267.00	Read by Grade 3 Strategist	Goal 1
EL	$65,064.00	Split-fund for staffing, tutoring, staff collaboration time	Goals 1, 2, and 3
At-Risk	$127,965.00	Class size reduction	Goal 1 and 3
Title I	$145,712.70	CTTs (3), Chromebooks, supplies	Goal 1 and 3
Title III	$3,036.00	Materials	Goal 1