



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

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Phone: 702-799-6650

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on October 6, 2022.



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>
CorJo Anderson	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
Molly Lomassaro	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>*Add rows as needed</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



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	Overations & 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>		
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. Increase the percent of students scoring above the 40th percentile in math from 63% (fall 2022) to 65% (winter) to 67% (spring) by 2023 as measured by the MAP Growth Assessment.	Aligned to Nevada's STIP Goal: Goal 3 - All students experience academic growth.



<p>B. Increase the percent of students scoring above the 40th percentile in ELA from 65% (fall 2022) to 67% (winter) to 69% (spring) by 2023 as measured by the MAP Growth Assessment.</p> <p>C. Increase the percent of students scoring above the 40th percentile in science from 63% (fall 2022) to 65% (winter) to 67% (spring) by 2023 as measured by the MAP Growth Assessment.</p>	
<p>Improvement Strategy: Differentiated grouping, using data to drive instruction, individual student goals and folders</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Envisions 2020 Level 3, Ready Reading Level 1, i-Ready Level 1</p>	
<p>Intended Outcomes: Increasing students performing above the 40th percentile.</p>	
<p>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.</p>	
<p>Resources Needed: enVision Mathematics for Tier 1, i-Ready materials and common assessments, Amplify Science curriculum</p>	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">• Student attendance - Parent/Teacher conferences will focus on discussing the importance of consistent school attendance and the harmful effects of poor attendance.	
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>	
<p>English Learners: Tutoring and small group Tier 3, Translate documents, Translators.</p> <p>Foster/Homeless: We provide School Bell for students in need, tutoring, and small group instruction.</p> <p>Free and Reduced Lunch: Tutoring, small group, and Counselor</p> <p>Migrant: N/A</p> <p>Racial/Ethnic Minorities: Multicultural family nights</p> <p>Students with IEPs: We implement accommodations in the classroom and during specials and lunch.</p>	



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
	<i>Areas of Strength: 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 teachers require additional support and professional learning. 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 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 SEL strategies 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 for Sanford Harmony and RethinkED	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): SEL Level 1, Sanford Harmony Level 4, RethinkED 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.
- 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
Data Reviewed	Panorama, Sanford and Harmony, District Wide Survey	District Wide Staff Survey	District Wide Survey
	<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 Districtwide Survey 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	
<p>School Goal: Increase the percent of students who can use emotional regulation from 44% (fall 2022) to 45% (winter) to 46% by May 2023 as measured by the Panorama Education Survey.</p>	<p>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.</p>
<p>Improvement Strategy: Provide lessons on Zones of Regulation & Kelsos Choices</p>	



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.

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	\$4,667,267.72	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 I	\$155,040.00	CTTs (3), Humanities teacher, Chromebooks, books and supplies for family engagement	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