



Clark County School District
Kay Carl Elementary
School Performance Plan: A Roadmap to Success
Addendum for CSI, TSI, TSI/ATSI Schools

This addendum to the 2022-2023 School Performance Plan (SPP) Roadmap supports CSI, TSI, and TSI/ATSI schools to demonstrate compliance with federal requirements to provide evidence that it has incorporated explicit analysis of accountability indicators as each relate to the school's performance, evidence-based interventions, and identification of resource inequities into its SPP. Please reach out to Brenda Swann for more information.



School Goals and Improvement Plan

The section below includes an explicit identification of the evidence levels for each improvement strategy and resource inequity challenges and supports associated with each goal.

Inquiry Area 1 – Student Success

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| School Goal | |
| <p>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.</p> <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> | |
| Improvement Strategies | Evidence Level (1, 2, 3, 4) |
| Differentiated grouping, using data to drive instruction, individual student goals and folders | Envisions 2020 Level 3, Ready Reading Level 1, i-Ready Level 1 |
| Resource Equity Supports: Based on your Data Dive and Root Cause Analysis, what, if any, resource inequities did you identify for the following student groups specific to this goal? Consider any challenges these student groups face. What, specifically, will you do to support them to overcome those challenges? | |
| <p>English Learners:</p> <ul style="list-style-type: none"> Challenge: 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. Support: EL Weighted Funds are used to provide additional classroom teachers to better support Tier 1 differentiated instruction, and tutoring will be provided after school. 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 Saavas Quick Reads materials , purchased through Title III funds. <p>Foster/Homeless: N/A - There were fewer than 10 students experiencing homelessness enrolled in 2021-2022</p> <ul style="list-style-type: none"> Challenge: Support: | |



Free and Reduced Lunch (Economically Disadvantaged):

- Challenge: On the 2021-2022 SBAC assessments 14.7% of students who are Economically Disadvantaged (ED) were proficient in math, while 40.0% of White/Caucasian students were proficient. In ELA, 27.0% of students who are ED were proficient compared to 49.5% of White/Caucasian students. There is a 25.3 percentage point difference between these student groups scoring proficient in math and a 22.5 point gap in ELA. On the science assessment, 12.5% of ED students were proficient compared to 22.2% of White/Caucasian students. This is a 9.7 point achievement gap.
- Support: Title I funding is used to provide a Humanities teacher to assist all students with 21st Century Skills (critical thinking, creativity, collaboration, communications, flipgrids are used for the students to practice speaking and listening skills, information literacy, media literacy, technology literacy, and flexibility) in order to improve ELA & Math proficiency and to increase the number of non-proficient students meeting ELA & Math Adequate Growth Percentile (AGP). At-Risk Weighted Funds provide additional classroom teachers to reduce class sizes and better support differentiated instruction.

Migrant: N/A

- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: On the 2021-2022 SBAC assessments 14.7% of Black/African-American students and 18.6% of Hispanic/Latino students were proficient in math while 40.0% of White/Caucasian students were proficient. This is a 21-25 point achievement gap. In ELA, 19.6% of Black/African-American students and 28.0% of Hispanic/Latino students were proficient compared to 49.5% of White/Caucasian students. This is a 20-30 percentage point difference in ELA achievement. On the science assessment, 11.1% of Black/African-American students and 8.6% of Hispanic/Latino students were proficient compared to 22.2% of White/Caucasian students. This is an 11-13 point achievement gap.
- Support: Additional staff (CTTs and instructional aides) will be hired to provide additional Tier 2 instruction. Specialized, small-group instruction is provided to students by the Read by Grade 3 Strategist. Weekly and monthly attendance celebrations are used to encourage increased attendance.

Students with IEPs:

- Challenge: On the 2021-2022 SBAC assessments, 9.8% of students with an IEP were proficient in math, while 40.0% of White/Caucasian students were proficient. In ELA, 15.3% of students with an IEP were proficient compared to 49.5% of White/Caucasian students. There is a 30.2 percentage point difference between these student groups scoring proficient in math and a 34.2 point gap in ELA. On the science assessment, 8.3% of students with an IEP were proficient compared to 22.2% of White/Caucasian students. This is a 13.9 point achievement gap.
- Support: Federal IDEA funds are used to hire high-quality special education teachers and paraprofessionals and purchase instructional materials to help students with disabilities meet their IEP goals and access rigorous grade-level content. All special education staff are licensed teachers. Students receive Tier 1, grade-level instruction with appropriate scaffolds as needed in the general education classroom. Instruction is differentiated to best assist students in



understanding skills and concepts through the use of varied grouping strategies and individual supports to meet students' needs.

Inquiry Area 2 – Adult Learning Culture

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| 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. | |
| Improvement Strategies | Evidence Level (1, 2, 3, 4) |
| Differentiated Professional Development for the staff and ongoing PL for Sanford Harmony and RethinkED | SEL Level 1, Sanford Harmony Level 4, RethinkED level 4 |
| Resource Equity Supports: Based on your <i>Data Dive</i> and <i>Root Cause Analysis</i> , what, if any, resource inequities did you identify for the following student groups specific to this goal? Consider any challenges these student groups face. What, specifically, will you do to support them to overcome those challenges? | |
| <p>English Learners:</p> <ul style="list-style-type: none"> • Challenge: 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. • Support: Title III funds are used to provide additional instructional materials to educators in order to support English language acquisition. EL Weighted Funds are used to provide collaboration time for staff to analyze student assessment data to inform planning for scaffolds and activities to support overall mastery of the standards. Professional learning is focused on QTEL and Kagan structures for increasing student discourse. <p>Foster/Homeless: N/A - There were fewer than 10 students experiencing homelessness enrolled in 2021-2022</p> <ul style="list-style-type: none"> • Challenge: • Support: <p>Free and Reduced Lunch (Economically Disadvantaged):</p> <ul style="list-style-type: none"> • Challenge: On the 2021-2022 SBAC assessments 14.7% of students who are Economically Disadvantaged (ED) were proficient in math, while 40.0% of White/Caucasian students were proficient. In ELA, 27.0% of students who are ED were proficient compared to 49.5% of White/Caucasian students. There is a 25.3 percentage point difference between these student groups scoring proficient in math and a 22.5 point gap in ELA. On the science assessment, 12.5% of ED students were proficient compared to 22.2% of White/Caucasian students. This is a 9.7 point achievement gap. | |



- Support: Title I funding is used to provide Certified Temporary Tutors (CTTs) to implement instructional targeted support for identified students needing additional intervention in ELA and Math. CTTs are provided with professional learning and participate in collaboration with grade-level teams.

Migrant: N/A

- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: On the 2021-2022 SBAC assessments 14.7% of Black/African-American students and 18.6% of Hispanic/Latino students were proficient in math while 40.0% of White/Caucasian students were proficient. This is a 21-25 point achievement gap. In ELA, 19.6% of Black/African-American students and 28.0% of Hispanic/Latino students were proficient compared to 49.5% of White/Caucasian students. This is a 20-30 percentage point difference in ELA achievement. On the science assessment, 11.1% of Black/African-American students and 8.6% of Hispanic/Latino students were proficient compared to 22.2% of White/Caucasian students. This is an 11-13 point achievement gap.
- Support: During Professional Learning Communities (PLCs), teachers are analyzing disaggregated data to determine needs for all students. Professional learning through RPDP has focused on acquisition of academic language for all student groups.

Students with IEPs:

- Challenge: On the 2021-2022 SBAC assessments, 9.8% of students with an IEP were proficient in math, while 40.0% of White/Caucasian students were proficient. In ELA, 15.3% of students with an IEP were proficient compared to 49.5% of White/Caucasian students. There is a 30.2 percentage point difference between these student groups scoring proficient in math and a 34.2 point gap in ELA. On the science assessment, 8.3% of students with an IEP were proficient compared to 22.2% of White/Caucasian students. This is a 13.9 point achievement gap.
- Support: Federal IDEA funds are used to hire high-quality special education teachers and paraprofessionals and purchase instructional materials to help students meet their IEP goals and access rigorous grade-level content. Special education staff attend specialized professional learning and participate in collaboration with grade-level teams.

Add sections for additional student groups specific to your school as needed.



Inquiry Area 3 – Connectedness

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| 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. | |
| Improvement Strategies | Evidence Level (1, 2, 3, 4) |
| Provide lessons on Zones of Regulation & Kelsos Choices | <i>Kagan Level 2; Leader in Me Level 4</i> |
| Resource Equity Supports: Based on your Data Dive and Root Cause Analysis, what, if any, resource inequities did you identify for the following student groups specific to this goal? Consider any challenges these student groups face. What, specifically, will you do to support them to overcome those challenges? | |
| <p>English Learners:</p> <ul style="list-style-type: none"> ● Challenge: The Panorama Survey does not provide data for this student group. ● Support: Students who answered that they “would like to talk privately with an adult or need additional support” have an assigned adult to check in with (daily, weekly, or monthly) as needed. The Zones of Regulation & Kelsos Choices materials are very visual to help make the vocabulary easily accessed by English Learners. Game Club is provided after school to help students improve social skills and cope with difficult emotions. <p>Foster/Homeless: N/A - There were fewer than 10 students experiencing homelessness enrolled in 2021-2022</p> <ul style="list-style-type: none"> ● Challenge: ● Support: <p>Free and Reduced Lunch (Economically Disadvantaged):</p> <ul style="list-style-type: none"> ● Challenge: The Panorama Survey does not provide data for this student group. ● Support: Title I funding is used to purchase books for family Literacy Night and for parent trainings in literacy skills/strategies to improve ELA proficiency and materials for parent trainings and for parent communications to build home-school partnerships to improve ELA & Math proficiency. Students who answered that they “would like to talk privately with an adult or need additional support” have an assigned adult to check in with (daily, weekly, or monthly) as needed. Counselor tracks student contacts and uploads progress to Panorama. Game Club is provided after school to help students improve social skills and cope with difficult emotions. Wraparound services such as School Bell and dinner service are provided for ED students. <p>Migrant: N/A</p> <ul style="list-style-type: none"> ● Challenge: ● Support: <p>Racial/Ethnic Groups:</p> <ul style="list-style-type: none"> ● Challenge: On the fall 2022 Panorama survey, 36% of Hispanic students felt that their abilities to regulate their emotions are a strength. Thirty-nine percent of White/Caucasian students cited this area as a strength. There is a three percentage point difference between these student groups. | |

Last updated: *October 3, 2022*



- Support: Students who answered that they “would like to talk privately with an adult or need additional support” have an assigned adult to check in with (daily, weekly, or monthly) as needed. Counselor tracks student contacts and uploads progress to Panorama. Game Club is provided after school to help students improve social skills and cope with difficult emotions.

Students with IEPs:

- Challenge: On the fall 2022 Panorama survey, 34% of students with an IEP felt that their abilities to regulate their emotions are a strength. Thirty-nine percent of White/Caucasian students cited this area as a strength. There is a five percentage point difference between these student groups.
- Support: Students who answered that they “would like to talk privately with an adult or need additional support” have an assigned adult to check in with (daily, weekly, or monthly) as needed. Most special education students have social skills as an area of focus in their IEPs. Game Club is provided after school to help students improve social skills and cope with difficult emotions.

Add sections for additional student groups specific to your school as needed.