



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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School Designations: Title I MRI CSI 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/2023/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
SOT	9/12/23	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	MTSS, Panorama, Districtwide Survey	Overviews & 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	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.		



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 the 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>
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Part B

Student Success	
<p>School Goal:</p> <p>A. Increase the percentage of students scoring above the 40th percentile in math from 55% (2023 Fall) to 57% (winter) to 59% (spring) by 2024 as measured by the MAP Growth Assessment.</p> <p>B. Increase the percentage of students scoring above the 40th percentile in ELA from 63% (2023 Fall) to 66% (winter) to 68% (spring) by 2024 as measured by the MAP Growth Assessment.</p> <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. The 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. The administration will monitor small-group instruction.) 	
<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 Outcome: By strengthening Tier 1 instruction, we will be able to increase the percentage of students performing above the 40th percentile.</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.

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?

In addition to the school wide goal and considered [equity supports](#), Kay Carl Elementary has adopted the following Student Success Action Plan in alignment to AB 219

AB 219 Data Reviewed

ELL ELA Proficiency: 21.4%

ELL Math Proficiency: 26%

ELL WIDA Met AGP: 50%

AB 219 Student Success Root Causes: As evidenced by SBAC and WIDA, the problem is English language learners are performing in the bottom 30th percentile in Nevada. Students need additional knowledge and skills such as foundational skills (phonics used for decoding, extensive vocabulary to increase language and comprehension, and graphic organizers and discourse to increase success for speaking and writing).



Effective Tier 1, grade-level instruction needs to be specifically designed to provide English learners access to a curriculum that builds English language development and content knowledge simultaneously.

AB 219 Student Success Goals:

- **Mathematics Summative Assessment:** Increase the percent of ELL students proficient in math from 26% to 28%, as measured by 2024 Summative SBAC Assessments.
- **Language Arts Summative Assessment:** Increase the percent of ELL students proficient in ELA from 21.4% to 23%, as measured by 2024 Summative SBAC Assessments.
- **Language Summative Assessment:** Increase the percent of ELL students meeting Adequate Growth Percentile (AGP) in WIDA from 50% in 2023 to 60% by 2024, as measured by the WIDA and reported on the NSPF.

AB 219 Student Success Improvement Strategy & Evidence Level:

Utilize manipulatives, number talks, sentence stems/frames, Academic Vocabulary, Learning Intentions and Success Criteria, engagement strategies to increase discourse, through the use of:

- FastBridge
- HMH Into Reading (Level 4)
- Envision Mathematics(Level 3)
- Exact Path (Level 3)
- Achieve 3000 (Level 2)
- Accelerated Reader (Level 3)
- Quick Reads (Level 1)
- Zones of Regulation (Level 3)

AB 219 Student Success Action

- **Action Step I:** Number Talks will be used during the Tier 1 Math instruction to help English Language Learners develop academic vocabulary and mathematical thinking to be able to solve equations and word problems.
 - **Monitoring Plan-**Administrators will ensure that teachers are addressing the success criteria, learning intentions, and refer to them so that students can engage in metacognition as measured by observation data.
 - **Person Responsible:** Administrator and Teachers
- **Action Step II:** Graphic organizers, introductory videos, paired texts, essential questions, and built in ELL strategies from the teacher's guide, Into Reading, will be used to help English Language Learners increase comprehension, vocabulary, and text analysis.



- **Action Step III:** Teachers will Implement ULD strategies during Tier I and small group instruction
 - **Monitoring Plan:** Administrative classroom observations bi-weekly and weekly review of teacher lesson plans.
 - **Person Responsible:** Administration & Reading Strategist

AB 219 Student Success Professional Learning

- **Professional Learning [1] for [audience]:** The strategist and lead teachers will develop weekly professional development for teachers to address ELA, Math and SEL strategies with a focus on discourse.
- Teachers will review ULD courses targeting research-based language development to increase opportunity for ELLs students to engage in academic discourse.

Additional Supports:

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?

In addition to the school wide goal and considered [equity supports](#), Kay Carl Elementary has adopted the following Adult Learning Culture Action Plan in alignment to AB 219

AB 219 Data Reviewed**Data Reviewed:**

- *Classroom Observations: Quarterly Administrative and Coach Walkthroughs aligned to Tier I*
- Understanding Language Development Professional Learning Participation: 67% in 2023 school year.

AB 219 Adult Learning Culture Root Causes:

As evidenced by observation data, PLC conversations, and teacher feedback, the problem is weak instructional practices that fail to address the specific needs of ELL students. A root cause of low performance of English language learners in language proficiency and content achievement is due to insufficient understanding and training of Tier I instructional materials and correlation to the academic content standards. Teachers need continued development and purposeful planning and teaching.

Students need opportunities for extended productive discourse to assist all students in using existing knowledge and prior experiences to make connections and recognize relationships. In addition, this supports all students in understanding what they are learning, why they are learning it, and how they will know if they have learned it as the teachers and students interact with the Learning Intentions and Student Success Criteria.

NEPF Connections

- Standard 5-Planning



- Standard 4- Metacognition
- Standard 3.1 and 3.4- Discourse
- Standard 2-Scaffolding

AB 219 Adult Learning Culture Goals:

- **Instructional Materials-** Increase the percent of classroom observations that show evidence that all teachers are posting, referring to, and interacting with Learning Intentions and Success Criteria from 0% at the end of semester 1 to 100% at the end of semester 2, 2024 as measured by the Tier I Monitoring Tool (Focal Point).
- **Instructional Design and Delivery** -Increase the percent of **learning tasks aligned to standards** and following the timeline of the pacing guide from 0% in quarter 1 to 50% in quarter 2 to 75% in quarter 3 and to 100% in quarter 4 as measured by classroom observations.
- **Professional Learning and Collaboration-** *Teachers will continue to complete the ULD courses to increase from 66% complete to 100% complete to learn instructional practices that enhance ELL student learning.*

AB 219 Adult Learning Culture Improvement Strategy:

Teachers will continue to meet weekly for strategic Tuesdays to learn engagement and discourse strategies.

AB 219 Adult Learning Culture Action

Action Step I: Teachers will implement QTEL and ULD strategies with fidelity across all content areas.

Monitoring Plan: Observations and Lesson Plans

- **Person Responsible:** Administrators and Teachers
- **Action Step II:** Teachers will be provided weekly opportunities in a group setting to complete all four Understanding Language Development (ULD) sessions: increasing from 67% to 100% by the end of the 2024 school year.
- and debrief content learned to achieve 100% completion of ULD sessions.
 - **Monitoring Plan:** ULD courses completed and observation data
 - **Person Responsible:** Administrators and Teachers
- **Action Step III:** Teachers will participate in weekly PLC and collaboration times to analyze data and purposefully plan for Tier 1 and Tier 2 instruction.
 - **Monitoring Plan:** During classroom observations, administration will use focused data walks to gather data on scaffolding, discourse, alignment to the standards and metacognition.
 - **Person Responsible:** Administrators

AB 219 Adult Learning Culture Professional Learning



Professional Learning [1] for [audience]:

- All teachers will complete the ULD professional development sessions.
- Learning Strategist will provide professional development to all teachers on discourse, graphic organizers, academic vocabulary, and foundational skills.
- Teachers participate in weekly professional learning communities and strategist-led training focused on Into Reading, as well as incorporating the English Language Learner strategies in HMH throughout each lesson and module. Teachers also spend time weekly planning to utilize ELL support in EnVisions.
- The learning strategist will participate in Quality Teaching of English Learners Professional Development(Qtel) training to build capacity within the building and share effective ELL strategies with teachers in order to increase language and content knowledge.

Additional Supports

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	
<p>School Goal: Increase the percent of students who can use emotional regulation from 50% (Fall 2023, when available) to 52% (winter) to 53% by May 2024 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: 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?

In addition to the school wide goal and considered [equity supports](#), Kay Carl Elementary has adopted the following Connectedness Action Plan in alignment to AB 219

AB 219 Data Reviewed

Chronic Absenteeism 29.8% from 2022-2023

Carl District wide survey shows 87 percent of families feel that the school involves them.

Discipline Data: 2 out 686 students have received a Required Parent conference for the 23-24 school year.

AB 219 Connectedness Root Causes: Low performance of English language learners in language proficiency and content achievement is affected by fluctuating attendance and chronic tardiness.

- Because ELL students and parents/guardians lack the knowledge of attendance protocols / procedures.
- Because ELL students are new to the country and do not understand the attendance expectations in the US schools .
- Because families/guardians do not understand or are unaware of the attendance requirements and consequences of Clark County School District.
- Because communication regarding attendance procedures has not been clearly communicated to the families.



- Because systems and procedures regarding attendance have not been clearly established and communicated.

AB 219 Connectedness Goals:

- Increase participation of parents completing Carl's district wide survey and increase the percent of families feeling involved from 87 percent to 95 percent.
- Chronic Absenteeism/Behavior Decrease the chronic absenteeism of ELLS from 29.8% to 20 percent.

AB 219 Connectedness Improvement Strategy:

- Staff and Family/Community Engagement Continue to improve calibration of, implementation, and attendance monitoring plan with students and families
- Weekly attendance monitoring.
- Ongoing communication with families regarding poor attendance including phone calls, DOJO messages, letters home, and home visits by truancy officers.
- Chronically absent students will be placed on attendance contracts and attendance checks.
- Chronically absent students will complete personal goal-setting for improving attendance.
- Provide positive incentives to ELL students

AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Data Analysis: 2, Student Mentoring: 4, PBIS Evidence Level: 1

AB 219 Connectedness Action

- **Action Step [1]: Communicate to parents ELL student progress in multiple languages**
 - **Monitoring Plan:** Three times a year Infinite Campus parent contact log
 - **Person Responsible:** Administration and Learning Strategist
- **Action Step 2:** Monitor Chronic Absenteeism and communicate poor attendance with families via phone calls, DOJO messages, letters home, and home visits by truancy officers.
 - **Monitoring Plan:** Ongoing checks of student absences utilizing Infinite Campus and FocusEd. Monitoring communication to families via the Parent Contact Log and ClassDojo.
 - **Person Responsible:** Counselor and Attendance Committee Members



- **Action Step 3:** Engage trending and chronically absent students in personal goal setting and monitoring to determine students in need of administrator meeting and attendance contracts.
 - **Monitoring Plan:** Collection of attendance checks and ongoing monitoring of student personal attendance goals.
 - **Person Responsible:** Counselor and Attendance Committee Members

AB 219 Connectedness Professional Learning

- **Professional Learning [1] for [audience]:**
- Professional learning for staff on various needs of student groups, explicitly teaching and booster expectations, acknowledge positive behavior, provide differentiated support for students with Tier 2 needs.
- Teachers and staff will be provided professional development on using the parent communication tool through Infinite Campus
- English Learners: Small group differentiated instruction provided as needed to close the achievement gap.
- Foster/Homeless: Counselor support as needed to provide wrap around services as needed.
- Free and Reduced Lunch: Small group differentiated instruction provided as needed to close the achievement gap.
- Migrant: Utilize the Language Supports manual in the enVisions curriculum, Additional math manipulatives, flash cards provided as needed.
- Counselor support as needed to provide wrap around services as needed. Small group differentiated instruction provided as needed to close the achievement gap.

Additional Supports

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	\$5,445,592.91	Licensed personnel, materials, CTTs (8)	Goals 1, 2, and 3
Read 3	\$105,608.85	Read by Grade 3 Strategist	Goal 1
EL Weighted Funds	\$101,643.30	Split-fund for staffing, tutoring, staff collaboration time	Goals 1, 2, and 3
At-Risk	\$434,328.29	Class size reduction	Goal 1 and 3
Title III	\$3,696.00	Materials	Goal 1
ESSER III	\$726.91	Materials	Goal 1 and 2