Clark County School District

Knudson, K.O. Academy of the Arts

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

District Approval Date: October 20, 2026

Mission Statement

K.O. Knudson Academy students will achieve academic excellence through the integration of arts and technology across the curriculum.

Vision

An inclusive environment in which magnet and zone students receive all the benefits of school focused on arts integration. Directly from the instruction and by uplifting each other within a community.

Demographics & Performance Information

Nevada Report Card

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 https://nevadareportcard.nv.gov/DI/nv/clark/knudson,_k_o_academy_of_the_arts/2026/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of all students scoring at or above the 61st percentile in mathematics from 26% in Spring 2026 to 30% in Spring 2027 as measured by district interim assessments. (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Aligns with District Goal

Formative Measures: IReady

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: To increase the percentage of students performing at or above the 61st percentile in mathematics from 26% to 30%, KO Knudson Academy of the Arts will strengthen Tier I mathematics instruction by implementing schoolwide instructional practices that promote mathematical discourse, writing, student goal setting, instructional transparency, and professional collaboration. Teachers will use i-Ready diagnostic and district interim assessment data to establish measurable learning goals, monitor student progress through PLCs, and adjust instruction based on evidence of learning. Ongoing coaching, collaborative planning, and progress monitoring will ensure consistent implementation of these practices across all mathematics classrooms. **Position Responsible:** Principal **Resources Needed:** 1. Professional Development on IXL 2. Clear Expectations and Communication 3. Data Tracking Tools 4. Meaningful Incentives and Recognition **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: Carnegie Learning, iready Level 3: Promising: Analyze data in PLCs, MAP Growth Assessments **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** i-Ready data has helped identify specific skill gaps and misconceptions, but teachers need continued support using the data to plan targeted reteaching, rather than only monitoring Pathway completion. Reteaching is most effective when teachers use assessment results to group students by need and provide focused instruction before reassessing. **October Next Steps/Need** Provide coaching and PLC support on using i-Ready data to drive reteaching. Teachers will identify priority skills from i-Ready/assessment data, create flexible reteaching groups, and select targeted lessons/resources to address misconceptions. PLCs will review the impact of reteaching and determine whether students are ready for enrichment or need additional support. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Implement Carnegie Math Curriculum with fidelity in each math classroom in alignment with the CCSD Tier 1 Expectations and Pacing Guide. **Position Responsible:** AP - Nick Christiansen **Resources Needed:** KO planning time Carnegie textbooks and Mathia program **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: Carnegie Learning Level 2: Moderate: Progress Monitoring Level 3: Promising: Mathia, MAP Growth Assessments, Analyze data in PLCs **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** Common summative assessments provide a clearer picture of student learning across classrooms when teachers consistently administer the same assessments. However, giving a common assessment alone is not enough. PLCs need a consistent process for analyzing results, identifying commonly missed standards/questions, and determining instructional next steps. **October Next Steps/Need** Strengthen PLC data analysis of common summative assessments. PLCs will review assessment results by standard and question, identify trends and misconceptions across classes, and collaboratively plan reteaching and enrichment based on the data. Teams will document the instructional response and review subsequent evidence of learning to determine whether reteaching was effective. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 1: Student Success

SMART Goal 2: Assembly Bill 335 (AB 335): Increase the percentage of English Learner students who met their AGP target from 18% in 2025 to 22% by 2027, as measured by the WIDA assessment.

Increase the percentage of English Learners proficient in ELA from 6.5% in 25-26 to 10.0% and Mathematics from 2.8% in 25-26 to 6.0% by Spring 2027, as measured by SBAC. (Academic Excellence: Inclusive Classrooms that Support Every Learner, (Academic Excellence: Strong Readers, Writers, and Communicators)

Aligns with District Goal

Formative Measures: Summit K12
i-Ready projected proficiency data
Grades and/or classroom assessments
WIDA Access

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners. **Position Responsible:** Principal **Resources Needed:** ULD professional learning series Tier I Monitoring Tool Academic Language Look (ALL) For Tool **Evidence Level** Level 4: Demonstrate Rationale: WestEd QTEL Newcomer Curriculum, 4 Summit K12, 4 HMH English 3D, 3 **Problem Statements/Critical Root Cause:** Student Success 2	**Oct:** In progress **October Lessons Learned** EL Instructional walks with the district coordinator in Social Studies showed strong implementation of student discourse, with students consistently provided opportunities to discuss content and demonstrate their thinking. Teachers have established routines that allow students to participate comfortably in academic conversations. **October Next Steps/Need** Continue strengthening discourse by providing teachers with support for more structured academic discourse, particularly for English learners. Focus on strategies such as sentence stems, accountable talk protocols, purposeful questioning, and structured partner/group roles to increase the quality and depth of student responses, not just the frequency of discussion. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: AB335: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL) **Position Responsible:** Principal **Resources Needed:** FLS instructional materials, QTEL Newcomer Curriculum. ELD instructional materials, STEL Curriculum ACLE instructional materials, English 3D Reading Skills Center materials and curriculum Summit K12 FLS, ELD, and ACLE Look For Tools **Evidence Level** Level 4: Demonstrate Rationale: WestEd QTEL Newcomer Curriculum, 4 Summit K12, 4 HMH English 3D, 3 **Problem Statements/Critical Root Cause:** Student Success 2	**Oct:** In progress **October Lessons Learned** Summit K12 implementation data shows a need for additional teacher support with effectively using the program for Tier II ELD instruction. The bimonthly reports provided by Dr. Baizan are helping identify student usage and implementation trends that can be used to determine where additional support is needed. **October Next Steps/Need** Provide targeted support to teachers on Summit K12 implementation and use of student data. Review Dr. Baizan's bimonthly reports to identify students needing increased participation or additional support, address implementation gaps, and help teachers use Summit K12 data to adjust Tier II instruction and monitor English learner progress. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of 2026-2027, increase the number of grade levels using common formative and summative assessment data to inform instruction and monitor students' learning to 100% at the end of the second semester, as measured by PLC observations and data templates. (Academic Excellence: Inclusive Classrooms that Support Every Learner, Academic Excellence: Strong Readers, Writers, and Communicators)

Aligns with District Goal

Formative Measures: Common Assessments

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Teachers will meet regularly to share expertise, analyze student work, plan instruction, and collaborate to improve teaching skills and the academic performance of students. **Position Responsible:** Principal **Resources Needed:** Weekly PLC Agenda and Notes template Template and Spreadsheet for PLC Submission PLC+ framework Common Assessments **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: Carnegie Learning, Amplify Science Level 2: Moderate: HMH Into Literature Level 3: Promising: Analyze Data in PLCs, I-Ready Growth Assessments **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** PLC implementation is becoming more consistent across content areas. PLCs are beginning to regularly analyze common assessment data and student work to identify strengths, misconceptions, and areas for reteaching. A continued need is ensuring teams move from identifying trends to making specific instructional adjustments. Calibration of student work also remains important to ensure teachers have a shared understanding of proficiency and consistently apply common rubrics and expectations across classrooms. **October Next Steps/Need** Strengthen PLC protocols for data analysis and calibration of student work. Teams will analyze common assessment results by standard and skill, identify students needing reteaching or enrichment, and determine specific instructional adjustments. PLCs will also regularly calibrate student responses using common rubrics, discuss differences in scoring, and establish shared expectations for what proficient student work looks like. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 3: Connectedness

SMART Goal 1: By the end of the 2026-2027 school year, 100% of teachers will implement a proactive family communication plan by sending at least one classroom update to families each month or individualized positive communications to the families of a few students each month, as measured by Infinite Campus reports. (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

Aligns with District Goal

Formative Measures: Principal

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: To strengthen family engagement and student connectedness, KO Knudson Academy of the Arts will implement a schoolwide communication plan that promotes consistent, proactive communication between teachers and families. Teachers will provide regular classroom updates and individualized positive communications that recognize student growth, achievement, and contributions. School leaders will monitor communication practices through Infinite Campus reports and provide support to ensure families remain informed, engaged, and connected to their child's learning. **Position Responsible:** Principal **Resources Needed:** Canvas Analytics Data for Teachers and Parents Infinite Campus Data for Parents Sponge directions for parents Template for "Class Newsletter/Update" **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: Counselor Level 3: Promising: Creating a Positive School Climate and Culture **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** Schoolwide communication expectations have been reestablished and multiple supports have been provided to teachers. Infinite Campus messaging templates and tutorials were shared through email and reinforced during PLCs. Additional hands-on support has been provided through Tech Thursday after-school workshops, giving teachers opportunities to practice using the communication tools and ask questions. **October Next Steps/Need** Shift the focus from providing resources to monitoring consistent implementation. Review Infinite Campus messaging reports to determine progress toward the schoolwide communication goal, celebrate teachers who are consistently communicating with families, and provide targeted follow-up support to staff who may still need assistance meeting the monthly expectation. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**