



Clark County School District

K.O. Knudson Academy of the Arts

School Performance Plan: A Roadmap to Success

Knudson Academy of the Arts 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: Harold "Mike" Bashay

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School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on October 19, 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/k. o. knudson middle school academy of creative arts and technology/2023/nspf](http://nevadareportcard.nv.gov/DI/nv/clark/k.o.knudson.middle.school.academy.of.creative.arts.and.technology/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
Harold “Mike” Bashay	Principal(s) <i>(required)</i>
Suzie Serna, Ursela Garvin, Guillermo Vivas, Melissa Carrizzo	Other School Leader(s)/Administrator(s) <i>(required)</i>
Jamie Walport, Shawntel Davis, Brian Mulligan, Adriane Levy, Paul Donnelly	Teacher(s) <i>(required)</i>
Michelle Gamboa	Paraprofessional(s) <i>(required)</i>
Patrick Kearney, Tobi Ferguson, Rebecca Dirks Garcia	Parent(s) <i>(required)</i>
Julieta Soto Saldarriaga	Student(s) <i>(required for secondary schools)</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
School Organization Team	6/13/2023	<ul style="list-style-type: none">• End-of-the-year review of school goals (Act III) and determination of goals for the 2023-2024 school year based on formative data (Act I).
PAC Meeting	1/25/24	<ul style="list-style-type: none">• Monthly Meeting to discuss goals & progress
Continuous Improvement Team	2/01/2024	<ul style="list-style-type: none">• Monthly Meeting to discuss goals and progress
School Organizational Team	2/01/2024	<ul style="list-style-type: none">• Budge Review & School Performance Goals



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experiences 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	SBAC data MAP data	Panorama SISP	PLC notes Common Assessments Lesson Plans Instructional Rounds Admin Pop In Data
	Areas of Strength: There was an increase in mathematics of students in the 70th percentile and above from Fall 2022 to Spring 2023 based on MAP testing.		
	Areas for Growth: All subject areas showed an increase of students in the 40th percentile and below from Fall 2022 to Spring 2023 based on MAP testing.		
Problem Statement	While growth is needed in all core areas, math proficiency scores are significantly lower than the other core subject areas.		
Critical Root Causes	Educators were not providing adequate Tier I instruction.		

Part B

Student Success	
School Goal:	Aligned to Nevada's STIP Goal(s):



<p><i>Goal 1: – To increase the percent of all students at or above the 61st percentile in the MAP mathematics assessment from 16% in spring 2023 to 19% in spring 2024.</i></p>	<p><i>Goal 3: All students experience continued academic growth.</i></p>
<p>Improvement Strategy: <i>The schoolwide approach is to provide math enrichment activities in math classes using ExactPath for 40 minutes a week. Math department will tie trophies obtained in ExactPath with Hero points to create incentives for the students. The school community approach will be to inform families of the expected progress in ExactPath.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Exact Path (2); Carnegie Learning (1); Analyze data in PLCs (3); MAP Growth Assessments (2).</p>	
<p>Intended Outcomes:</p> <p><i>Through the increase of the percent of all students engaging in the ExactPath math program as measured by trophy acquisition gained by students, overall learning outcomes will improve in mathematics.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● <i>Create success criteria for appropriate ExactPATH usage.</i>● <i>Communicate expectations to stakeholders.</i>● <i>Inform stakeholders on how to access ExactPath in clever.ccsd.net</i>● <i>Monitor ExactPath usage by grade level and by teacher.</i>● <i>Analyze student progress during PLC meetings to determine needed interventions. Teachers share, discuss, and develop a plan to respond, including determining student groups and when to reteach, reassess, and analyze student performance data.</i>● <i>The teacher determines the specific skills and/or concepts within the standard(s) to reteach by identifying the misconception(s), misunderstanding(s), and/or foundational skill deficits.</i>	
<p>Resources Needed:</p> <ul style="list-style-type: none">● <i>Parentlink communication</i>● <i>Handout for explaining the two math programs on campus</i>	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● <i>Many of our parents are Spanish speakers. Communication regarding math resources and expectations will be distributed in Spanish and bilingual assistance sessions will be offered in our Parent Engagement Center.</i>● <i>There may be confusion over the different academic programs and expected use (Mathia, ExactPATH, Canvas, etc.). School leadership will establish clear expectations and both send home communication to families as well as offering assistance sessions through the parent engagement session.</i>● <i>Some staff members may inconsistently implement ExactPATH usage during PAWS. Administration will monitor usage and conduct</i>	



frequent observations to ensure implementation.

Improvement Strategy: *Implement Carnegie Math Curriculum with fidelity in each math classroom in alignment with the CCSD Tier 1 Expectations and Pacing Guide.*

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

Carnegie Learning, 1 -Strong, Mathia - 3, Promising; MAP Growth Assessments (2); Progress Monitoring (2); Analyze data in PLCs (3);

Intended Outcomes: *High-quality instruction will be consistent throughout all classrooms due to the collaboration of teachers centered around student learning data.*

Action Steps:

- *Meet with a Carnegie representative to ensure we have an understanding of how the curriculum needs to be implemented to ensure high-quality, Tier I instruction.*
- *Teachers will meet twice a week to review student learning data and plan instruction centered around Carnegie curriculum.*
- *Math teachers will use common summative assessments.*
- *Clarify Carnegie requirements with the math department and Carnegie representatives*
- *Consistent use of PLC submission form common to the school*

Resources Needed:

- *KO planning time*
- *Carnegie textbooks and Mathia program*

Challenges to Tackle:

- *Communicating plans and data to members who are required to substitute during KO planning time. PLCs will create generic substitute lesson plans that will ensure continuous instruction if a substitute is needed. Administration will monitor canvas to ensure lesson plans are current.*
- *Instructor vacancies or late starts in employment may create an interruption in instruction. Professional Development for new math instructors as well as possible vacancies will be provided to support Tier I instruction.*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners:



- Support: Academic vocabulary word banks in math, communication going home in the home language, Academic Discourse will be a focus in lesson planning, ELL support class built into their schedules, intervention programs to support EL's and tutoring, all students are provided with Chromebook, MAPS Goal setting conferences in will be done one on one with a teacher mentor during PAWS

Foster/Homeless:

- Support: Counselors run a weekly report to identify homeless/foster students in need, referrals to Title 1 HOPE to identify needs (food, clothing, backpack, etc.), counselors check in with students at least twice a quarter, Chromebooks provided to all students, MAPS Goal setting conferences will be done one-on-one with a teacher mentor during PAWS.

Free and Reduced Lunch:

- Support: 100% of our students are FRL. MAPS Goal setting conferences will be done one-on-one with a teacher mentor during PAWS. Share table will be created in the cafeteria.

Migrant:

- Support:N/A

Racial/Ethnic Groups:

- Support: Identify achievement gaps, work with FACES for awareness and to engage families, Chromebook provided to all students, MAPS Goal setting conferences will be done one-on-one with a teacher mentor during PAWS.

Students with IEPs:

- Support: data is collected weekly on the effectiveness of BIPS, IEPs are reviewed and modified annually

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>District School Survey SBAC Scores MAP Scores PLC upload data</i>	<i>District School Survey SBAC Scores MAP Scores</i>	<i>District School Survey SBAC Scores MAP Scores Lesson Plans</i>



			<i>Instructional Rounds Admin Pop In Data Canvas Page for KO Knudson</i>
	<i>Areas of Strength: Intense professional development has been provided in alignment with CCSD's PLC+ framework and instructional walks have resulted in common board expectations and an increase in standards based instruction.</i>		
	<i>Areas for Growth: PLC minutes need to include data reflection more consistently in alignment with CCSD's PLC+ framework. Not all PLCs are submitting minutes consistently.</i>		
Problem Statement	<i>There is a lack of implementing learning programs with fidelity. Carnegie in the math department and now Amplify in science. English will receive a new curriculum in the fall with minimal time to review the material before the school year begins.</i>		
Critical Root Causes	<i>There have been multiple shifts in programs required and not enough direct support for teachers to implement the programs. Long term substitutes have a steep learning curve for programs.</i>		



Part B

Adult Learning Culture	
School Goal: <i>By the end of 2024-2025, 80% of PLC meetings will follow the common meeting structure as measured by Google Form PLC submissions that strategically aligns to increase student achievement in each content area.</i>	STIP Connection: <i>Goal 2: All students have access to effective educators.</i>
Improvement Strategy: <i>Teachers will meet regularly to share expertise, analyze student work, plan instruction, and collaborate to improve teaching skills and the academic performance of students.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Analyze Data in PLCs - 3; HMH Into Literature (2); Carnegie Learning (1); Amplify Science (1); MAP Growth Assessments (2).</i>	
Intended Outcomes: <i>Student outcomes will increase in all content areas.</i>	
Action Steps: <ul style="list-style-type: none">● <i>The Instructional Leadership Committee will revisit/revise the PLC Agenda and Notes Template to be effective for all content areas to ensure in alignment with CCSD's PLC+ framework.</i>● <i>Create common summative assessments in all subject areas</i>● <i>Create a PLC submission form common to the school</i>● <i>Monitor and address PLCs that are not submitting minutes consistently.</i>	
Resources Needed: <ul style="list-style-type: none">● <i>Weekly PLC Agenda and Notes template</i>● <i>Google Form for PLC Submission</i>● <i>PLC+ framework</i>	
Challenges to Tackle: <ul style="list-style-type: none">● <i>Lack of participation in PLC meetings due to substituting coverage impacts planning. Extra duty pay will be provided to allow instructors the opportunity to meet outside of contract time.</i>	
Equity Supports. What, specifically, will we do to support the following student groups around this goal?	
English Learners:	



- Support: Professional development utilizing QTEL strategies, strategic focus on academic discourse with intentional PLC planning, Learning Strategist will implement a reading skills center during PAWS, WIDA Bootcamp, Summer Academy opportunities, and provide families with hotspots for internet access.

- **Foster/Homeless:**

Support: Counselors run a weekly report to identify homeless/foster students in need; referrals to Title 1 HOPE to identify needs (food, clothing, backpack, bus passes, etc.); counselors check-in with students at least twice a quarter; weekly check-in with School Safe Professional for social emotional needs, attendance purposes, and Care Solace referral (if needed); and Chromebooks and hotspots provided to students in need.

Free and Reduced Lunch:

- Support: 100% of our students are FRL. “Share Table” will be created in the cafeteria. Work with licensed staff and GEAR-Up Tutors to provide after school tutoring and extended day learning opportunities.

Migrant:

- Support:N/A

Racial/Ethnic Groups:

- Support: Identify achievement gaps; utilize a language learner specialist to provide tiered interventions and acceleration for students; Parent Center Coordinator and FACES for awareness to engage families; extended day learning opportunities.

Students with IEPs:

- Support: data is collected weekly on the effectiveness of BIPS; IEPs are reviewed and modified annually; Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students’ needs, and plan effective instruction and support; and co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade level instruction with the appropriate accommodations and modifications.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>District School Survey</i>	<i>District School Survey</i>	<i>District School Survey Infinite Campus Usage</i>
	<i>Areas of Strength: Over 90% of parents have accessed Infinite Campus.</i>		
	<i>Areas for Growth: Utilize the teacher contact log feature in IC to monitor teacher communication directly to parents as Event 9 determined that parents trust messages from teachers more than general school announcements.</i>		
Problem Statement	<i>Parents are unsure on how to be effective partners in their child's education.</i>		
Critical Root Causes	<i>The resources available in the classroom and parent engagement center have not been effectively communicated to parents.</i>		

Part B

Connectedness	
<p>School Goal: <i>By the end of the 2024-2025 school year, all teachers will send home parent communication at least monthly as measured by Infinite Campus reports.</i></p>	<p>STIP Connection: <i>Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines. Community: Improve customer service</i></p>
<p>Improvement Strategy: <i>Strategically target and communicate with parents who have low/no usage in Infinite Campus, Canvas, and the parent engagement center to ensure they have the adequate skills/knowledge to engage in their student's education.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Counselor, 1- Strong; Creating a Positive School Climate and Culture</i></p>	



(3)
Intended Outcomes: <i>Increase engagement of parents in their child's academic achievement through the usage of IC, Canvas, and the Parent Engagement Center.</i>
Action Steps: <ul style="list-style-type: none">● <i>Use Infinite Campus and Canvas analytics to confirm application usage</i>● <i>Create a multilingual instructional document for parents to become a sponge on Canvas</i>● <i>Send multilingual parentlink with links to Canvas and Infinite Campus directions</i>● <i>Encore Performances will dedicate time to asking parents to check Infinite Campus/Canvas</i>● <i>Teachers will include a check Infinite Campus/Canvas message with weekly missing assignments.</i>● <i>A concise (5 bullet points) "Class Newsletter/Update" from teachers to parents ideally once per week/month</i>
Resources Needed: <ul style="list-style-type: none">● <i>Canvas Analytic Data for Teachers and Parents</i>● <i>Infinite Campus Data for Parents</i>● <i>Sponge directions for parents</i>● <i>Template for "Class Newsletter/Update"</i>
Challenges to Tackle: <ul style="list-style-type: none">● <i>Teachers may struggle to provide bilingual communication. Assistance will be provided by bilingual staff and directions will be developed to instruct teachers how to convert English to Spanish.</i>● <i>All staff may not consistently send home bulletins to parents. Administration will monitor reports from Infinite Campus and provide support to teachers who inconsistently inform families of classroom progress.</i>
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: <ul style="list-style-type: none">● <i>Support: On-going communication to families in the home language; culturally responsive teaching strategies to validate, affirm, build, and bridge (VABB) the students' learning experience to identity; and culturally responsive literature/text to build connections and rigor.</i> Foster/Homeless: <ul style="list-style-type: none">● <i>Support: Counselors run a weekly report to identify homeless/foster students in need; counselors/Safe School Professional check-in for attendance purposes; referrals to Title 1 HOPE to identify needs (food, clothing, backpack, hot spot etc.), MAPS Goal setting conferences will be done one-on-one with a teacher mentor during PAWS.</i>



Free and Reduced Lunch:

- Support: 100% of our students are FRL. “Share Table” created in the cafeteria. MAP Family Reports reviewed in PAWS and sent home for parent review; MAPS Goal setting conferences will be done one-on-one with a teacher mentor during PAWS. Provide Certified Temporary Tutors (CTTs) through GEAR-Up to provide instruction for tiered interventions and acceleration in the area of Math.

Migrant:

- Support:N/A

Racial/Ethnic Groups:

- Support: Identify achievement gaps, work with FACES and Parent Center Coordinator for awareness and to engage families, provide students with one-on-one instruction and support from the School Safe Professional.

Students with IEPs:

- Support: Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students’ needs, and plan effective instruction and support; data is collected weekly on the effectiveness of BIPS; IEPs are reviewed and modified annually.

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 Funds	\$8,043,982.80	Reduction of class size, School wide Incentives given to students meeting/exceeding their MAP growth goal	Goal 1, 2, 3
Title I	\$591,660.00	Reduction of class size	Goal 1, 2, 3
Title III - EL	\$819,421.56	Reduction of class size	Goal 1, 2, 3
At Risk Weighted Funds	\$427,854.71	Student Resources	Goal 1, 2, 3
HOPE 2	\$63,500.00	Student Resources	Goal 1, 2, 3

