Clark County School District

Knudson, K.O. Academy of the Arts

2025-2026 School Improvement Plan

Title I, TSI

District Approval Date: March 2, 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/k._o._knudson_middle_school_academy_of_creative_arts_and_technology/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

There was an increase in mathematics of students in the 61st percentile and above from Spring 2024 to Spring 2025 based on MAP testing (19% to 20%). In addition to academic growth, there was a decrease in chronic absenteeism from 26.1% to 21.4% for the 2024-2025 school year. These outcomes may be attributed to targeted instructional strategies, such as the integration of Exact Path practice during PAWS, implementation of data-driven small group instruction, and increased access to curricular materials aligned with district standards. These indicators reflect areas of growth while also identifying the need for continued support in accelerating academic gains across all student groups.

Student Success Areas for Growth

Math and Reading both showed minimal or no increase of students in the 40th percentile and below from Fall 2024 to Spring 2025 (Math: 59% to 63%; Reading 42% to 48%)

On the 2024–2025 SBAC assessments, the majority of EL students did not meet proficiency. In Mathematics, 98.3% (236 of 240 students) did not reach proficiency, and in English Language Arts, 92.8% (222 of 239 students) did not reach proficiency. These results highlight the need for targeted instructional supports to improve outcomes for ELL students across both content areas.

On the 2024–2025 WIDA assessment, 18% of EL students (39 out of 216) met their Adequate Growth Percentile (AGP).

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Due to the volume of English words and the nuances of their meanings, ELs are struggling with understanding complex texts, including idioms, figurative language, and different text structures. English learners face academic challenges as they continue to develop proficiency in the English language.	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	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	Support: Counselors run a weekly report to identify homeless/foster students in need, referrals to Title 1 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	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	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/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized.	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	Due to the need for individualized support, students may have gaps in foundational knowledge.	Data is collected weekly on the effectiveness of BIPS, IEPs are reviewed and modified annually

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): While growth is needed in all core areas, math proficiency scores are significantly lower than the other core subject areas.
Critical Root Cause: Educators were not providing adequate Tier I instruction.

Problem Statement 2 (Prioritized): As evidenced by the 2024-2025 SBAC assessment data, EL students are performing significantly below other student groups in both English Language Arts and Mathematics. Specifically, 93.4% of EL students did not meet proficiency in ELA and 98.3% did not meet proficiency in Math.
Critical Root Cause: The low performance of ELs in language proficiency and content achievement is due to limited availability of high quailty Tier I instruction designed to integrate language supports within grade-level tasks and the Inconsistent implementation of scaffolds and language development strategies during core instruction, coupled with a need for greater teacher capacity in supporting ELs across content areas.

Inquiry Area 1: Student Success

SMART Goal 1: To increase the percent of all students at or above the 61st percentile in the MAP mathematics assessment from 20% in spring 2025 to 23% in spring 2026.

Aligns with District Goal

Formative Measures: MAP

<table>
<tr><th colspan="5">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="5" rowspan="3">Improvement Strategy 1: While the use of ExactPath increased student participation in targeted math interventions, only 38% of students consistently met the 40+ minutes per week benchmark. This indicates a gap between program availability and effective student engagement. Implementation challenges included difficulty embedding ExactPath and Mathia into weekly routines, especially in PAWS classes. Additionally, staff feedback highlighted that ExactPath's platform was not user-friendly or flexible enough to meet the varying instructional needs across classrooms.

We have learned that while our school community is committed to student success and willing to adopt new strategies. Teachers need ongoing support and integration time, and students need clear, repeated communication of goals and progress. We also learned the importance of aligning intervention tools with instructional practices and time constraints in our schedule. The shift to IXL as our new Tier II intervention is informed by these lessons, with the goal of providing a more flexible and teacher-driven platform to support targeted skill development.</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Oct</td><td>Feb</td><td>June</td></tr>
<tr><td>In progress</td><td>In progress</td><td>Continue</td></tr>
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Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Transition to IXL with structured onboarding: Begin immediate onboarding for Math and PAWS teachers on the IXL platform in August. Provide clear expectations for weekly usage (e.g., skill assignments tied to MAP study skills or standards) and timelines for implementation to ensure consistent student access and use.	Strategist - Nicole Pate	End of Quarter 1	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
2	Develop a Clear Usage and Accountability System: Establish a weekly data monitoring system that tracks IXL usage and student progress by class and demographic group. Teachers will receive weekly reports and use them in PLCs to identify students needing additional support or enrichment. Strategists will create common assessments for Math and ELA teachers in IXL.	Strategist - Nicole Pate	End of Quarter 1	
3	Refine Incentive Structures: Redesign and relaunch our incentive program to align with IXL. Emphasize both individual and classroom achievements with timely, visible rewards (certificates, Cougar Cash, shout-outs). Recognize not just usage but also skill mastery and growth.	Strategist - Brian Mulligan	End of Quarter 1	
4	Integrate IXL into Tier II Structures and Instructional Time: Work with teachers to embed IXL into daily or weekly instructional minutes. Identify when and where it will be used on the pacing calendar, and provide model lesson plans or schedules that demonstrate effective integration.	Strategist - Brian Mulligan	End of Quarter 1	
5	Provide Ongoing Coaching and Support: Offer consistent support through 1-1 coaching, modeling, and co-planning to help teachers feel confident using IXL for differentiated instruction. Highlight success stories during staff meetings and update leaderboard bulletinboards weekly.	Strategist - Brian Mulligan	End of Semester 1	

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, IXL
Level 3: Promising: Analyze data in PLCs, MAP Growth Assessments

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	In progress	Continue

Improvement Strategy 2: Implement Carnegie Math Curriculum with fidelity in each math classroom in alignment with the CCSD Tier 1 Expectations and Pacing Guide.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	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.	Strategist - Brian Mulligan	End of Semester 1	
2	Teachers will meet twice a week to review student learning data and plan instruction centered around Carnegie curriculum.	Strategist - Brian Mulligan	End of Semester 1	
3	Math teachers will use common summative assessments.	Strategist - Brian Mulligan	End of Semester 1	
4	Clarify Carnegie requirements with the math department and Carnegie representatives	Strategist - Brian Mulligan	End of Semester 1	
5	Consistent use of PLC submission form common to the school	Strategist - Brian Mulligan	End of Semester 1	

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

Inquiry Area 1: Student Success

SMART Goal 2: Assembly Bill 335 (AB 335): Increase the percentage of English Learners students proficiency from 18% in 2025 to 23% by 2026, as measured by the WIDA assessment.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).	School leadership team, learning strategist, teachers.	Completed by December 2025.	
2	Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Two times during the 2025-2026 school year, September and January.	
3	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2025-2026 school year.	

Position Responsible: Principal

Resources Needed: ULD professional learning series
Tier I Monitoring 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

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	In progress	Continue

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	In progress	Continue

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)

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement Focused Language Study (FLS) Tier II support for newcomers.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2025-2026 school year.	
2	Implement Summit K12 Tier II support for STELs.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2025-2026 school year.	
3	Implement Academic Content Language Expansion (ACLE) Tier II for LTELs.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2025-2026 school year.	
4	Monitor implementation of English learner support in Tier II by participating in instructional rounds utilizing the Tier II monitoring tools for FLS and and ACLE.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2025-2026 school year.	
5	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2025-2026 school year.	

Position Responsible: Principal

Resources Needed: FLS instructional materials, QTEL Newcomer Curriculum.
Summit K12
ACLE instructional materials, English 3D.
FLS and ACLE Look For Tools

Problem Statements/Critical Root Cause: Student Success 2

Adult Learning Culture

Adult Learning Culture 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.

Adult Learning Culture 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.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Due to the volume of English words and the nuances of their meanings, ELs are struggling with understanding complex texts, including idioms, figurative language, and different text structures. English learners face academic challenges as they continue to develop proficiency in the English language.	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	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	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	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	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/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized.	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	Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized.	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.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): There is a lack of implementing learning programs with fidelity. Carnegie in the math department and now Amplify in science. English will continue to implement HMH.
Critical Root Cause: 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.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of 2025-2026, 100% of PLC meetings will follow the school-wide PLC initiative as measured by our school PLC monitoring Template submissions that are strategically aligned to increase student achievement in each content area.

Aligns with District Goal

Formative Measures: Principal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	In progress	Continue

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.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	The strategists 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.	Strategists - Nicole Pate & Brian Mulligan	End of Semester 1	
2	Check that the Data Tab and Pacing Tab are completed for each PLC group.	Strategists - Nicole Pate & Brian Mulligan	End of Semester 1	
3	Check PLC submission form common to the school Monitor and address PLCs that are not submitting minutes consistently.	Strategists - Nicole Pate & Brian Mulligan	End of Semester 1	

Position Responsible: Principal

Resources Needed: Weekly PLC Agenda and Notes template
Template and Spreadsheet for PLC Submission
PLC+ framework

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, MAP Growth Assessments

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Connectedness

Connectedness Areas of Strength

Over 90% of parents have accessed Infinite Campus, demonstrating strong family engagement with student progress and school communication. This high level of parent connectivity supports our schoolwide goal of strengthening home-school partnerships and increasing overall student connectedness. Through ongoing communication via Infinite Campus, families are more informed and involved in academic monitoring, attendance, and behavior key factors that contribute to students feeling supported and connected within the school community.

Connectedness Areas for Growth

Utilize the teacher contact log feature in IC to monitor teacher communication directly to parents to ensure that parents trust messages from teachers more than general school announcements.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	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.
Foster/Homeless	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	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.
Free and Reduced Lunch	Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized.	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/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized.	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	Due to the need for individualized support, students may have gaps in foundational knowledge.	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.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Parents are unsure on how to be effective partners in their child's education.
Critical Root Cause: The resources available in the classroom and parent engagement center have not been effectively communicated to parents.

Inquiry Area 3: Connectedness

SMART Goal 1: By the end of the 2025-2026 school year, 100% of teachers will send home parent communication at least montly as measured by Infinite Campus reports.

Aligns with District Goal

Formative Measures: Principal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	In progress	Continue

Improvement Strategy 1: 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.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Resend Communication Templates and Tutorials: Learning Strategists will re-share Infinite Campus Messaging templates and video tutorials with all teachers. These resources will include examples of effective messages for class celebrations, missing assignments, upcoming events, and grade updates.	Strategist - Kristen Donadio	End of Semester 1	
2	Monthly Communication Reminders: Admin will send monthly reminders encouraging teachers to complete their parent communication via Infinite Campus, Canvas, or ParentLink to maintain consistency and meet the 100% monthly communication goal.	Strategist - Kristen Donadio	End of Semester 1	
3	Monitor and Reflect: Regularly review Infinite Campus messaging reports to track teacher usage. Share overall progress with staff to celebrate wins and identify teams that may need extra support.	Strategist - Kristen Donadio	End of Semester 1	

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

Priority Problem Statements

Problem Statement 1: While growth is needed in all core areas, math proficiency scores are significantly lower than the other core subject areas.

Critical Root Cause 1: Educators were not providing adequate Tier I instruction.

Problem Statement 1 Areas: Student Success

Problem Statement 2: There is a lack of implementing learning programs with fidelity. Carnegie in the math department and now Amplify in science. English will continue to implement HMH.

Critical Root Cause 2: 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.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Parents are unsure on how to be effective partners in their child's education.

Critical Root Cause 3: The resources available in the classroom and parent engagement center have not been effectively communicated to parents.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: As evidenced by the 2024-2025 SBAC assessment data, EL students are performing significantly below other student groups in both English Language Arts and Mathematics. Specifically, 93.4% of EL students did not meet proficiency in ELA and 98.3% did not meet proficiency in Math.

Critical Root Cause 4: The low performance of ELs in language proficiency and content achievement is due to limited availability of high quailty Tier I instruction designed to integrate language supports within grade-level tasks and the Inconsistent implementation of scaffolds and language development strategies during core instruction, coupled with a need for greater teacher capacity in supporting ELs across content areas.

Problem Statement 4 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- MAP Growth Assessment
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Other
    - Panorama
    - SISP
    - PLC notes
    - Common Assessments
    - Lesson Plans
    - Instructional Rounds
    - Admin Pop In Data

Adult Learning Culture

- Lesson Plans
- Professional learning communities (PLC) data/agenda/notes
- Student Climate Survey
- Walk-through data
- Other
    - District School Survey
    - SBAC Scores
    - MAP Scores
    - PLC upload data
    - District School Survey
    - Instructional Rounds
    - Admin Pop In Data

Connectedness

- Community surveys and/or other feedback
- Perception/survey data
- Other
    - Infinite Campus Usage

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

At KO Knudson Academy of the Arts, the comprehensive needs assessment process is led by the Continuous Improvement (CI) Team, which includes administrators, teachers, paraprofessionals, parents, and a student representative. This team meets monthly and uses a variety of data sources (such as SBAC and MAP scores, school surveys, and PLC notes) to collaboratively analyze needs and inform school goals, with outreach activities held throughout the year to gather additional input from the broader school community.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The Continuous Improvement (CI) Team, which includes staff, parents, and a student representative, meets monthly to develop and monitor the School Performance Plan. Additional feedback is gathered through School Organizational Team (SOT) and PAC meetings, where families and community members review goals, discuss progress, and provide input for revisions.

2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

2.3: Available to parents and community in an understandable format and language

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5: Increased learning time and well-rounded education

Title I funds at KO Knudson are used to reduce class sizes and support extended learning opportunities, such as after-school tutoring and PAWS intervention classes. These initiatives provide students with increased instructional time and a well-rounded education through targeted support in core subjects, particularly math and reading.

2.6: Address needs of all students, particularly at-risk

Please refer to the Equity Resource Supports table within each Inquiry Area to see challenges and solutions developed to ensure the needs of all students are considered and addressed.

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

4.2: Offer flexible number of parent involvement meetings

KO Knudson provides a flexible number of parent involvement opportunities by offering events at various times of the day and on different days of the week. Activities include PAC meetings, Parent Engagement Center workshops, Encore Performances with parent outreach, and bilingual communication efforts to ensure accessibility for all families.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$8,951,416.73	The General Fund for Fiscal Year 2026 (FY26) is $8,951,416.73, providing essential financial support for administrative, licensed, and support staff salaries, as well as instructional resources, operational expenses, and student services. These funds are allocated to sustain the school's day-to-day operations while ensuring the delivery of high-quality education and arts programming.	Student Success, Adult Learning Culture
At-Risk Weighted Allocation	$547,168.83	The At-Risk Fund for Fiscal Year 2026 (FY26) is $547,168.83, supporting initiatives designed to assist students identified as at-risk due to academic, socioeconomic, or other challenges. These funds are allocated to staffing, instructional time, and resources that provide targeted interventions to improve student outcomes.	Student Success
EL Weighted Allocation	$960,960.47	The ELL Fund for Fiscal Year 2026 (FY26) is $960,960.47, dedicated to supporting English Language Learner (ELL) students through targeted instruction, staffing, and resources. These funds ensure that ELL students receive the necessary academic and linguistic support to enhance their English proficiency and overall educational experience.	Student Success, Adult Learning Culture, Adult Learning Culture
General Carry Forward	$331,326.62	These allocations ensure that K.O. Knudson Academy of the Arts can maintain high-quality instruction, adequate staffing, and essential resources throughout the school year and further enhance the academic and artistic experiences of students, reinforcing K.O. Knudson Academy’s commitment to both performing arts and academic excellence.	Student Success
At-Risk Weighted Carry Forward	$607,153.06	The At-Risk Carry Forward for Fiscal Year 2026 (FY26) is $607,153.06, consisting of unspent funds from FY25. These funds will be used to support staffing and student interventions aimed at improving academic outcomes for at-risk students. These funds help ensure continued support for students requiring additional academic assistance and intervention programs at K.O. Knudson Academy of the Arts.	Student Success
EL Weighted Carry Forward	$81,404.00	The ELL (English Language Learner) Carry Forward for Fiscal Year 2026 (FY26) is $81,404.00, consisting of unspent funds from FY25. These funds will support instructional needs, staffing, and resources to enhance language acquisition and academic success for ELL students.	Student Success, Adult Learning Culture

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
Title IA	$522,792.0	The Title I Fund for Fiscal Year 2026 (FY26) is $522,792.00, designated to support students from low-income backgrounds by funding additional instructional resources, staffing, and technology to enhance academic achievement. These funds are essential in providing equitable access to education and closing achievement gaps. These funds directly support high-quality instruction, targeted interventions, and access to technology, ensuring that K.O. Knudson Academy of the Arts continues to provide an inclusive and supportive learning environment for all students.	Student Success, Connectedness
1003(a) District Allocation	$16.779.81	Training Supplies Instructional Supplies Licensed Extra Duty Pay - Collaboration Licensed Prep Buy Outs Support Staff Extra Duty Pay	Student Success, Adult Learning Culture

Continuous Improvement Team

Team Role	Name	Position
CI Team Member - Licensed	Kristen Yardley	Teacher
CI Team Member - Licensed	Heather Rampton	Teacher
CI Team Member - Licensed	Miguel Ramirez	Teacher
CI Team Member - Licensed	Robert Passer-Lemaster	Teacher
CI Team Member - Licensed	Ronald Levise	Teacher
CI Team Member - Licensed	Yelis Jimenez	Teacher
CI Team Member - Licensed	Marcus Ingerson	Teacher
CI Team Member - Licensed	Liliane Ghazal	Teacher
CI Team Member - Licensed	Carlos Ariza	Teacher
CI Team Member - Student	Madaleine Springberg	Student
CI Team Member - Parent	Jennifer Sheehy	Parent
CI Team Member - Parent	Bonnie Toth	Parent
CI Team Member - Licensed	Bob Bertolani	Teacher
CI Team Member - SS	Michelle Gamboa	Admin Sch Secretary
CI Team Member - Licensed	Brian Mulligan	Strategist
CI Team Member - Licensed	Malena Baizan	ELL Specialist
CI Team Member - Admin	Christopher Brody	Assistant Principal
CI Team Member - Admin	Guillermo Vivas	Assistant Principal
CI Team Member - Admin	Nicholas Christiansen	Assistant Principal
CI Team Co-Lead	Harold "Mike" Bashay	Principal
CI Team Member - Admin	Leslie Wright	Assistant Principal
CI Team Co-Lead	Nicole Pate	Strategist