Clark County School District

Knudson, K.O. Academy of the Arts

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 2 Star School

Title I, Magnet, ≥ 10% of enrolled students are English Learners

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/

Table of Contents

Comprehensive Needs Assessment 4
Student Success 4
Inquiry Area 1: Student Success 7
Adult Learning Culture 13
Inquiry Area 2: Adult Learning Culture 15
Connectedness 18
Inquiry Area 3: Connectedness 21
Priority Problem Statements 23
Comprehensive Needs Assessment Data Documentation 24
Schoolwide and Targeted Assistance Title I Elements 25
1.1: Comprehensive Needs Assessment 25
2.1: School Performance Plan (SPP) developed with appropriate stakeholders 25
2.2: Regular monitoring and revision 25
2.3: Available to parents and community in an understandable format and language 25
2.4: Opportunities for all children to meet State standards 25
2.5: Increased learning time and well-rounded education 25
2.6: Address needs of all students, particularly at-risk 26
3.1: Annually evaluate the schoolwide plan 26
4.1: Develop and distribute Parent Involvement and Family Engagement Policy 26
4.2: Offer flexible number of parent involvement meetings 26
Plan Notes 27
Continuous Improvement Team 29

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

There was an increase in the number of students in Mathematics at the 61st percentile and above from Spring 2025 to Spring 2026 based on MAP testing (20% to 26%). In addition to academic growth, there was a decrease in chronic absenteeism from 21.4% to 10.5% for the 2025-2026 school year. These outcomes may be attributed to targeted instructional strategies, such as the integration of IXL 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

Based on the current data, Mathematics and English Learner achievement will be the school's primary areas of focus.

The MAP 61st percentile benchmark from Spring 2025 to Spring 2026. Mathematics increased from 20% to 26%, while Reading increased from 33% to 45%, indicating stronger growth in reading achievement while mathematics continues to remain an area of focus.

On the 25–26 SBAC assessments, the majority of English learner (EL) students did not meet proficiency. In Mathematics, 97.2% (208 of 214 students) did not reach proficiency, and in English Language Arts, 93.4% (199 of 213 students) did not reach proficiency. These results highlight the continued need for targeted instructional supports, high-quality Tier I instruction, and academic language development to improve outcomes for English learners across both content areas.

On the 25–26 WIDA ACCESS assessment, 4.1% of English learners (9 out of 217 students) met the WIDA proficiency benchmark. While this represents an increase from the previous year, the data indicate that the vast majority of English learners continue to require targeted language acquisition support to achieve English language proficiency.

Student Success Equity Resource Supports

Student Group	Challenge	Solution

English Learners	There is a 20.3 percentage point achievement gap between non-English learners (23.1%) and English learners (2.8%) in mathematics, and a 44.6 percentage point achievement gap between non-English learners (51.1%) and English learners (6.5%) in reading. • **Mathematics:** Not LEP = **23.1%** proficient; EL = **2.8%** proficient → **20.3 percentage point gap** • **ELA (Reading):** Not LEP = **51.1%** proficient; EL = **6.5%** proficient → **44.6 percentage point gap**	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, I-Ready and SBAC Goal setting conferences in will be done one on one with a teacher mentor during PAWS. Title III funding will be leveraged to provide curricular materials to support EL-specific language development courses, targeting Newcomers, Short-term English Learners (STELs) or Long-term English Learners (LTELs). Weighted funding will be used to employ educators to facilitate language-focused before- or after-school tutoring opportunities. Weighted funding will be used to provide site-specific professional learning focused on effectively planning instruction to support ELs. Weighted funding will be used to employ a Language Learner Strategist to provide ongoing language-focused support. Weighted funding will be used to provide family engagement services for parents and families of pupils who are ELs. Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD). Implement Tier II support for identified EL student groups (newcomers, short-term English learners (STEL), and long-term English learners (LTEL). Implement Focused Language Study (FLS) and Summit K12 Tier II support for newcomers. Implement Essentials for Language Development (ELD) and Summit K12 Tier II support for STELs.Implement Academic Content Language Expansion (ACLE) and Summit K12 Tier II for LTELs.

Student Group	Challenge	Solution
Foster/Homeless	There is currently no identifiable achievement gap between Foster/Homeless and Not Foster/Homeless students. 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.	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, I-Ready and SBAC Goal setting conferences will be done one-on-one with a teacher mentor during PAWS.
Free and Reduced Lunch	There is currently no identifiable achievement gap between Free and Reduced Lunch and Not 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.	100% of our students are FRL. 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	There is an 11.8 percentage point achievement gap between White students and Hispanic/Latino students in mathematics, and a 23.3 percentage point achievement gap between White students and Hispanic/Latino students in reading.	Utilize a language learner strategist to provide tiered interventions and acceleration for students. Multicultural resources are incorporated into Tier I instruction to promote awareness and inclusivity.
Students with IEPs	There is a 14.7 percentage point achievement gap between students without IEPs and students with IEPs in mathematics, and a 33.9 percentage point achievement gap between students without IEPs and students with IEPs in reading.	Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications. Special education teachers and special education instructional facilitators will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

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): Teachers are not consistently implementing academic language strategies to support English learners' access to grade-level instruction. (AB 335): As evidenced by the 25-26 WIDA Access, SBAC ELA, SBAC Mathematics, and MAP assessment data, English Learners are performing below their non-English Learner peers in both English language proficiency and academic achievement. Although EL students demonstrated growth across several measures, the achievement gap persists, indicating a need to improve access to rigorous Tier I instruction and accelerate language acquisition across all content areas.
Critical Root Cause: Teachers need continued professional learning and coaching to effectively integrate academic language development into daily instruction. (AB 335): The low performance of English Learners in language proficiency and content achievement is due to inconsistent implementation of language-rich Tier I instructional practices, limited integration of academic language development across content areas, and the need for more systematic use of student data to provide targeted instructional support for English Learners.

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

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.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Strengthen Mathematical Discourse: Provide professional learning and coaching to support teachers in implementing questioning strategies, mathematical discourse routines, sentence stems, and collaborative problem-solving during daily instruction.	Strategist - Brian Mulligan	End of Quarter 1	✓
2	Implement Schoolwide Writing in Mathematics: Develop and implement common mathematical writing opportunities (CEER, mathematical justification, constructed responses, etc.) and calibrate scoring through PLCs using common rubrics.	Strategist - Brian Mulligan	End of Quarter 1	✓

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
3	Establish Student Goal Setting: Following each i-Ready diagnostic and district interim assessment, teachers will conference with students to review data, establish individual learning goals, monitor progress, and celebrate growth throughout the year.	Strategist - Brian Mulligan	End of Quarter 1	✓
4	Integrate I-Ready into Tier II Structures and Instructional Time: Work with teachers to embed I-Ready 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	Strengthen Professional Learning Communities: Mathematics PLCs will establish measurable 4-6 week student learning goals, analyze i-Ready and common assessment data, calibrate student work, and adjust instruction based on evidence of learning.	Strategist - Brian Mulligan	End of Quarter 1	✓
6	Increase Transparency & Clarity: Teachers will consistently post and reference learning intentions, success criteria, and mathematical success indicators throughout instruction while ensuring students can explain what they are learning, why it matters, and how they know they are successful.	Strategist - Brian Mulligan	End of Quarter 1	✓
7	Provide Ongoing Coaching and Support: Offer consistent support through 1-1 coaching, modeling, and co-planning to help teachers feel confident using I-Ready and Building Thinking Classrooms for differentiated instruction. Highlight success stories during staff meetings and update leaderboard bulletin boards 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, iready
Level 3: Promising: Analyze data in PLCs, MAP Growth Assessments

Problem Statements/Critical Root Cause: Student Success 1

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

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	Clarify Carnegie requirements with the math department and Carnegie representatives.	Strategist - Brian Mulligan	End of Semester 1	✓
2	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	✓
3	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	✓
4	Consistent use of PLC submission form common to the school.	Strategist - Brian Mulligan	End of Semester 1	✓
5	Math teachers will use common summative assessments.	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 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		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

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.	Complete by December 2026.	
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 2026-2027 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 2026-2027 school year.	

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

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

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 2026-2027 school year.	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
2	Implement Essentials for Language Development (ELD) and Summit K12 Tier II support for STELs.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2026-2027 school year.	
3	Implement Reading Skills Centers as a Tier II support for designated EL students.	School leadership team, learning strategist, and teachers.	Ongoing during the 2026-2027 school year.	
4	Implement Academic Content Language Expansion (ACLE) Tier II for LTELs.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2026-2027 school year.	
5	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 2026-2027 school year.	
6	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 2026-2027 school year.	

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

In progress	No review	

Adult Learning Culture

Adult Learning Culture Areas of Strength

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	There is a 20.3 percentage point achievement gap between non-English learners (23.1%) and English learners (2.8%) in mathematics, and a 44.6 percentage point achievement gap between non-English learners (51.1%) and English learners (6.5%) in reading. • **Mathematics:** Not LEP = **23.1%** proficient; EL = **2.8%** proficient → **20.3 percentage point gap**	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, I-Ready and SBAC Goal setting conferences in will be done one on one with a teacher mentor during PAWS. Title III funding will be leveraged to provide curricular materials to support EL-specific language development courses, targeting Newcomers, Short-term English Learners (STELs) or Long-term English Learners (LTELs). Weighted funding will be used to employ educators to facilitate language-focused before- or after-school tutoring opportunities. Weighted funding will be used to provide site-specific professional learning focused on effectively planning instruction to support ELs. Weighted funding will be used to employ a

	• **ELA (Reading):** Not LEP = **51.1%** proficient; EL = **6.5%** proficient → **44.6 percentage point gap**	Language Learner Strategist to provide ongoing language-focused support. Weighted funding will be used to provide family engagement services for parents and families of pupils who are ELs. Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD). Implement Tier II support for identified EL student groups (newcomers, short-term English learners (STEL), and long-term English learners (LTEL). Implement Focused Language Study (FLS) and Summit K12 Tier II support for newcomers. Implement Essentials for Language Development (ELD) and Summit K12 Tier II support for STELs.Implement Academic Content Language Expansion (ACLE) and Summit K12 Tier II for LTELs.
Foster/Homeless	There is currently no identifiable achievement gap between Foster/Homeless and Not Foster/Homeless students. 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.	There is currently no identifiable achievement gap between Foster/Homeless and Not Foster/ Homeless students. 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.
Free and Reduced Lunch	There is currently no identifiable achievement gap between Free and Reduced Lunch and Not 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.	100% of our students are FRL. 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

Student Group	Challenge	Solution
Racial/Ethnic Minorities	There is an 11.8 percentage point achievement gap between White students and Hispanic/Latino students in mathematics, and a 23.3 percentage point achievement gap between White students and Hispanic/Latino students in reading.	Utilize a language learner strategist to provide tiered interventions and acceleration for students. Multicultural resources are incorporated into Tier I instruction to promote awareness and inclusivity.
Students with IEPs	There is a 14.7 percentage point achievement gap between students without IEPs and students with IEPs in mathematics, and a 33.9 percentage point achievement gap between students without IEPs and students with IEPs in reading.	Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications. Special education teachers and special education instructional facilitators will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

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 and new teachers have a steep learning curve for programs.

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		
	Status Check		EOY Reflection
	Oct	Feb	June

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	Monitor PLC Implementation and Continuous Improvement: Administrators and instructional strategists will monitor PLC implementation through observations, PLC templates, agendas, and coaching conversations, providing timely feedback and support to ensure all grade levels consistently use assessment data to inform instruction.	Strategists - Nicole Pate & Brian Mulligan	End of Semester 1	✓
3	Plan for High-Impact Instruction: PLC teams will use assessment findings to collaboratively plan lessons that incorporate academic discourse, learning intentions, success criteria, and targeted instructional strategies to address identified student needs.	Strategists - Nicole Pate & Brian Mulligan	End of Semester 1	✓
4	Develop Common Assessments and Learning Goals: PLC teams will collaboratively create or refine common formative and summative assessments aligned to priority standards and establish measurable 4-6 week student learning goals using assessment and i-Ready data.	Strategists - Nicole Pate & Brian Mulligan	End of Semester 1	✓
5	Analyze Student Data and Adjust Instruction: PLC teams will meet regularly to analyze common assessment and i-Ready data, identify student strengths and needs, develop intervention and enrichment plans, and monitor progress toward short-term learning goals.	Strategists - Nicole Pate & Brian Mulligan	End of Semester 1	
6	Calibrate Student Work and Writing: Teachers will participate in collaborative scoring of common writing and performance tasks using schoolwide rubrics to ensure consistent expectations and instructional decisions.	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
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	In progress	No review	

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

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. There is a 20.3 percentage point achievement gap between non-English learners (23.1%) and English learners (2.8%) in mathematics, and a 44.6 percentage point achievement gap between non-English learners (51.1%) and English learners (6.5%) in reading. • **Mathematics:** Not LEP = **23.1%** proficient; EL = **2.8%** proficient → **20.3 percentage point gap** • **ELA (Reading):** Not LEP = **51.1%** proficient; EL = **6.5%** proficient → **44.6 percentage point gap**	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, I-Ready and SBAC Goal setting conferences in will be done one on one with a teacher mentor during PAWS. Title III funding will be leveraged to provide curricular materials to support EL-specific language development courses, targeting Newcomers, Short-term English Learners (STELs) or Long-term English Learners (LTELs). Weighted funding will be used to employ educators to facilitate language-focused before- or after-school tutoring opportunities. Weighted funding will be used to provide site-specific professional learning focused on effectively planning instruction to support ELs. Weighted funding will be used to employ a Language Learner Strategist to provide ongoing language-focused support. Weighted funding will be used to provide family engagement services for parents and families of pupils who are ELs. Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD). Implement Tier II support for identified EL student groups (newcomers, short-term English learners (STEL), and long-term English learners (LTEL). Implement Focused Language Study (FLS) and Summit K12 Tier II support for newcomers. Implement Essentials for Language Development (ELD) and Summit K12 Tier II support for STELs.Implement Academic Content Language Expansion (ACLE) and

		Summit K12 Tier II for LTELs.
Foster/Homeless	There is currently no identifiable achievement gap between Foster/Homeless and Not Foster/Homeless students. 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.	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, I-Ready and SBAC Goal setting conferences will be done one-on-one with a teacher mentor during PAWS.
Free and Reduced Lunch	There is currently no identifiable achievement gap between Free and Reduced Lunch and Not 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.	100% of our students are FRL. 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	There is an 11.8 percentage point achievement gap between White students and Hispanic/Latino students in mathematics, and a 23.3 percentage point achievement gap between White students and Hispanic/Latino students in reading.	Utilize a language learner strategist to provide tiered interventions and acceleration for students. Multicultural resources are incorporated into Tier I instruction to promote awareness and inclusivity.
Students with IEPs	There is a 14.7 percentage point achievement gap between students without IEPs and students with IEPs in mathematics, and a 33.9 percentage point achievement gap between students without IEPs and students with IEPs in reading.	Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications. Special education teachers and special education instructional facilitators will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Current family communication practices are inconsistent across classrooms, resulting in limited opportunities for families to receive regular classroom updates and individualized positive feedback about their child's progress and achievements.
Critical Root Cause: Teachers have relied primarily on academic and grade notifications rather than implementing a structured plan for regular classroom communication and individualized positive outreach.

Problem Statement 2: 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 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

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.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Restablish Schoolwide Communication Expectations: Develop and communicate schoolwide expectations for monthly classroom updates and individualized positive parent communications, including communication templates and best practices.	Strategist - Nicole Pate	End of Semester 1	✓
2	Recognize and Celebrate Student Success: Teachers will intentionally communicate student successes related to academics, attendance, citizenship, growth, and school participation to strengthen home-school partnerships and reinforce positive student behaviors.	Strategist - Nicole Pate	End of Semester 1	✓

Reviews

Status Check		EOY Reflection
Oct	Feb	June

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
3	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. We will add training on effective family communication strategies, culturally responsive communication, and creating meaningful positive parent contacts.	Strategist - Nicole Pate	End of Semester 1	✓
4	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 - Nicole Pate	End of Semester 1	
5	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 - Nicole Pate	End of Semester 1	

In progress	No review	

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 and new teachers have a steep learning curve for programs.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Current family communication practices are inconsistent across classrooms, resulting in limited opportunities for families to receive regular classroom updates and individualized positive feedback about their child's progress and achievements.

Critical Root Cause 3: Teachers have relied primarily on academic and grade notifications rather than implementing a structured plan for regular classroom communication and individualized positive outreach.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: Teachers are not consistently implementing academic language strategies to support English learners' access to grade-level instruction. (AB 335): As evidenced by the 25-26 WIDA Access, SBAC ELA, SBAC Mathematics, and MAP assessment data, English Learners are performing below their non-English Learner peers in both English language proficiency and academic achievement. Although EL students demonstrated growth across several measures, the achievement gap persists, indicating a need to improve access to rigorous Tier I instruction and accelerate language acquisition across all content areas.

Critical Root Cause 4: Teachers need continued professional learning and coaching to effectively integrate academic language development into daily instruction. (AB 335): The low performance of English Learners in language proficiency and content achievement is due to inconsistent implementation of language-rich Tier I instructional practices, limited integration of academic language development across content areas, and the need for more systematic use of student data to provide targeted instructional support for English Learners.

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

- Accelerated/Advanced Coursework Enrollment
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- AP Completion
- End-of-Unit Assessments
- I-Ready
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- SAT, ACT, PSAT or ASPIRE
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- Other

Adult Learning Culture

- Lesson Plans
- Professional learning communities (PLC) data/agenda/notes
- Student Climate Survey
- Walk-through data
- Other

Connectedness

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

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	$7,525,474.00	Pproviding 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	$497,475.73	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	$875,517.61	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	$502,706.64	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	$102,112.00	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	$20,768.07	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 I	$412,481.94	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	$12,978.32	Training Supplies Instructional Supplies Licensed Extra Duty Pay - Collaboration Licensed Prep Buy Outs Support Staff Extra Duty Pay i-Ready	Student Success, Adult Learning Culture

Continuous Improvement Team

Team Role	Name	Position
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	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