Clark County School District

Knudson, K.O. Academy of the Arts

2025-2026 Status Checks with Notes

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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Inquiry 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

Improvement Strategy 1 Details	Reviews

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.
 	
    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
 	
    Problem Statements/Critical Root Cause: Student Success 1
	Oct: In progress
	
	October Lessons Learned
	Teachers responded positively to the transition to IXL, but consistent onboarding and reinforcement were critical for ensuring that all staff understood expectations. Data showed that while usage increased and reached the 2 skills per week average, there was still variation between classes and grade levels, highlighting the need for stronger accountability and consistent monitoring. Incentive structures (certificates, Cougar Cash, leaderboard shout-outs) generated excitement, but they need to be more closely tied to skill mastery rather than just time/usage. Teachers indicated they need ongoing professional development and useful IXL teaching tips.
	
	October Next Steps/Need
	Refine data tracking systems to provide real-time progress reports by class, so teachers can act quickly in PLCs. Strengthen incentives to focus not just on completion but on growth and proficiency, and ensure recognition is visible across the school community. Continue to highlight and share success stories in staff meetings to build momentum and teacher confidence.
	
	Feb: In progress
	
	February Lessons Learned
	As implementation progressed, it became clear that while initial onboarding established a foundation for IXL use,

consistency in execution remains uneven across classes and grade levels. Weekly data monitoring has increased awareness of student progress, but teachers benefit most when reports are streamlined and timely. Teachers worked more closely with their strategist to understand the reports. Incentive structures (Leaderboards) continue to motivate participation, however, emphasizing mastery, growth, and instructional impact rather than completion alone has proven more effective in driving meaningful student engagement. Ongoing coaching support have been critical in building teacher confidence and helping staff integrate IXL more intentionally into instructional time.

February Next Steps/Need

Provide teachers with clear guidance and exemplars on how to use IXL data through weekly tutorials support to identify students for intervention, enrichment, and targeted skill support. Strengthen accountability by establishing clear expectations for weekly skill assignments tied to standards and monitoring follow-through through PLC check-ins. Continue to shift incentive structures to prioritize student growth and skill mastery rather than completion alone, ensuring recognition is visible and tied to instructional impact. Expand coaching support through targeted classroom modeling, co-planning, and just-in-time assistance to support teachers in integrating IXL more intentionally into core instruction and Tier II intervention time (PAWS).

June:

June Lessons Learned

June Next Steps/Need

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Implement Carnegie Math Curriculum with fidelity in each math classroom in alignment with the CCSD Tier 1 Expectations and Pacing Guide. **Position Responsible:** AP - Nick Christiansen **Resources Needed:** KO planning time Carnegie textbooks and Mathia program **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: Carnegie Learning Level 2: Moderate: Progress Monitoring Level 3: Promising: Mathia, MAP Growth Assessments, Analyze data in PLCs **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** Teachers are beginning to grow more comfortable with the Carnegie routines, but consistency varies by classroom. PLCs showed that twice-weekly meetings help teachers review data, but stronger alignment between instructional planning and Carnegie pacing is needed. **October Next Steps/Need** Improvement on intervention and Tier II and II strategies. Strengthen monitoring of PLC submission forms to ensure reflection and instructional planning are fully documented. Continue to highlight best practices from teachers effectively implementing Carnegie. **Feb:** **February Lessons Learned** Teachers are increasingly comfortable implementing Carnegie routines, with SBAC as a focal point. PLC discussions are most effective when data is clearly connected to instructional planning and intervention decisions. Ongoing modeling and feedback have helped strengthen implementation, reinforcing the need for continued clarity around pacing, expectations, and Tier II and Tier III supports. **February Next Steps/Need** Increase consistency of Carnegie routines by clarifying pacing and lesson expectations across classrooms. Use PLC time to better align instructional planning with data, with an emphasis on Tier II and Tier III interventions. **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 1: Student Success

SMART Goal 2: Assembly Bill 335 (AB 335): Increase the percentage of English 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	Reviews
Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners. **Position Responsible:** Principal **Resources Needed:** ULD professional learning series Tier I Monitoring Tool **Evidence Level** Level 4: Demonstrate Rationale: WestEd QTEL Newcomer Curriculum, 4 Summit K12, 4 HMH English 3D, 3	**Oct:** In progress **October Lessons Learned** The team is still in the initial stages of implementation. Teachers and administrators are becoming familiar with the Understanding Language Development (ULD) framework and expectations. Early discussions have focused on building awareness and scheduling upcoming instructional rounds. **October Next Steps/Need** Begin collecting baseline evidence of Tier I language support practices to inform future coaching and PD needs. Finalize and communicate the schedule for the first round of instructional walkthroughs focused on English Learner supports. **Feb:** **February Lessons Learned** Teachers and administrators are developing a stronger understanding of Tier I English Learner supports through the Understanding Language Development framework, but implementation remains inconsistent across classrooms. Instructional walks and PLC discussions have highlighted the need for clearer structures to support academic discourse, including consistent use of sentence frames and language routines. Observations indicate that when language supports are intentionally embedded, students are more engaged in productive discourse. **February Next Steps/Need** Provide and implement sentence frame posters to support academic language and productive discourse across classrooms. Continue regular instructional walks focused on Tier I English Learner supports and use PLC time to monitor implementation and adjust instructional practices. Use observation and PLC data to identify targeted professional learning and coaching supports to strengthen consistent use of language routines and discourse strategies. **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews

Improvement Strategy 2: AB335: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL)
 	
    Position Responsible: Principal
    Resources Needed: FLS instructional materials, QTEL Newcomer Curriculum.
Summit K12
ACLE instructional materials, English 3D.
FLS and ACLE Look For Tools
	Oct: In progress
	
	October Lessons Learned
	The school is in the initial stages of launching Tier II English Learner supports, including FLS for newcomers, Summit K12 for STELs, and ACLE for LTELs. Teachers and strategists are becoming familiar with each program's structure and how they align to Tier I supports.
	
	October Next Steps/Need
	Provide initial training or refresher sessions for teachers on program expectations and instructional integration. Begin baseline data collection to monitor student progress and engagement in each Tier II program.
	
	Feb:
	
	February Lessons Learned
	Teachers and strategists are building familiarity with Summit K12 and other ACLE/FLS program structures and expectations, while instructional rounds have highlighted the need for clearer alignment between Tier II supports and Tier I language practices. Early implementation underscores the importance of ongoing training and progress monitoring to ensure fidelity and impact.
	
	February Next Steps/Need
	Provide targeted training and coaching to support consistent implementation of FLS, Summit K12, and ACLE. Continue instructional rounds using Tier II monitoring tools to assess fidelity and effectiveness of each program. Use observation and student data to identify professional learning and PLC focus areas, and adjust Tier II supports to better align with Tier I instruction and student language needs.
	
	June:
	
	June Lessons Learned
	
	June Next Steps/Need

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

Improvement Strategy 1: Teachers will meet regularly to share expertise, analyze student work, plan instruction, and collaborate to improve teaching skills and the academic performance of students.
 	
    Position Responsible: Principal
    Resources Needed: Weekly PLC Agenda and Notes template
    Template and Spreadsheet for PLC Submission
    PLC+ framework
 	
    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
	Oct: In progress
	
	October Lessons Learned
	Teachers using the revised PLC Agenda and Notes Template, but consistency in completion and depth of responses varies across content areas. Many PLC groups are completing the pacing tab and notes tab, but the data tab is less consistently updated, limiting its usefulness in driving instructional adjustments. Some PLCs are submitting minutes regularly, while others need reminders or more support in understanding expectations.
	
	October Next Steps/Need
	Provide targeted coaching for PLC leads on how to use the data tab effectively to guide discussions and instructional next steps. Continue monitoring pacing and data tabs, with clear feedback to PLC groups that are not meeting expectations. Reinforce accountability by addressing issues directly with grade level and/or department leads and providing follow-up support where needed.
	
	Feb:
	
	February Lessons Learned
	Use of the revised PLC Agenda and Notes Template has improved consistency across content areas, but the depth and quality of PLC submissions continues to vary. Most PLCs are completing pacing and notes tabs consistently, while the data tab is still used inconsistently, limiting its impact on instructional decision-making.
	
	February Next Steps/Need
	Strengthen expectations for consistent completion and use of the data tab to drive instructional decisions during PLCs.

Provide targeted support and coaching for PLC leads to improve the quality of data analysis and action planning. PD will be provided at the next staff development day with modules from the PLC+ Playbook. Continue monitoring PLC submissions and follow up with PLCs that are not meeting expectations to reinforce accountability and provide support where needed.

June:

June Lessons Learned

June Next Steps/Need

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

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.
 	
    Position Responsible: Principal
    Resources Needed: Canvas Analytics Data for Teachers and Parents
Infinite Campus Data for Parents
Sponge directions for parents
Template for "Class Newsletter/Update"
 	
    Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
    Evidence Level
Level 1: Strong: Counselor
Level 3: Promising: Creating a Positive School Climate and Culture
 	
    Problem Statements/Critical Root Cause: Connectedness 1
	Oct: In progress
	
	October Lessons Learned
	Many teachers are using Infinite Campus messaging more consistently when provided with templates, but usage rates still vary by department and individual teacher. Staff appreciated seeing sample templates.
	
	October Next Steps/Need
	Clarify communication expectations by sharing examples of messages that meet the requirement (IC, ParentLink, Canvas announcements). Continue providing updated message banks and tutorials to reduce teacher workload and ensure consistency in tone and frequency. Highlight departments and teachers meeting the 100% goal in staff meetings to celebrate success and encourage friendly accountability. Provide targeted support for teams or individual teachers that are below expectations, including one-on-one coaching or structured time to draft messages.
	
	Feb:
	
	February Lessons Learned
	Teachers are using Infinite Campus messaging more consistently when provided with clear templates and examples. Staff report increased confidence when messaging expectations are clearly defined and resources are readily available. Ongoing monitoring has shown that celebrating communication successes and providing reminders supports improved consistency but we want this to be a main focus moving forward.
	
	February Next Steps/Need
	Continue reinforcing monthly parent communication expectations through reminders and shared exemplars. Expand communication templates to include messages informing families when students receive incentives and awards, provided in both English and Spanish.
	
	June:
	
	June Lessons Learned
	
	June Next Steps/Need