Clark County School District

K.O. Knudson Middle School Academy of Creative Arts and Technology

2021-2022 School Performance Plan:
A Roadmap to Success

KO Knudson Academy of the Arts has established its school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Lezlie Koepp for more information.

Principal: Lezlie Koepp
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School Designations: ■ Title I ❏ CSI ❏ TSI ❏ TSI/ATSI

School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see Every Student Succeeds Act (ESSA), and for detailed information about the School and District rating system, see the School Rating Overview.

2020-2021 Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	1335	.3%	2.4%	70.56%	10.86%	10.26%	.9%	4.72%	8.99%	19.25%	100%
District	309, 456	.34%	6.06%	47.29%	15.19%	22.27%	1.64%	7.21%	12.35%	15.15%	86.62%
State	481, 345	.82%	5.51%	43.44%	11.76%	29.97%	1.48%	7.03%	12.41%	13.37%	73.15%

Student Performance Data										
		Math			ELA			Science	ELPA	
Academic Year	School/ District	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	25%	46	25.29%	46.31%	46	45.65%	8.6%	8.6%	38.03%
	District	36.1%	49	31.2	47.4%	49	47.3	28.9%	5.5%	31.9%
2019	School	24.7%	44	22.7%	49.8%	48.5	50%	36.6%	4.8%	22.2%
	District	36.6%	49	31.5%	48.3%	49	48.2%	34.9	5.4%	22.9%
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021	School	11.4%	38	11.3%	39.1%	45	41%	33.3%	N/A	N/A

4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	392	373	370
District	379	368	361

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Lezlie Koepp	**Principal(s)** *(required)*
Suzie Serna, Jennifer Manning	**Other School Leader(s)/Administrator(s)** *(required)*
Ima Placeres, Kimberly Buck, Robert Bertolani, Jamie Walport, Stacey O'Brien, Chantay Jensen	**Teacher(s)** *(required)*
Arlene Lewis	**Paraprofessional(s)** *(required)*
Rocio Franco	**Parent(s)** *(required)*
Jeanine Alan	**Student(s)** *(required for secondary schools)*

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partners.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Staff Development	10/4/21: Multiple department sessions	75	Math scores have decreased year over year. ELA and Science have increased year over year.
School Organizational Team	10/18/21	10	Budget is sufficient to meet the program needs of KO
Event 2 Community Survey	10/25-10/28: Virtual	10 Staff 35 Parents 210 Students	Parents are satisfied with the communication from school but would like more individual communication from teachers
			Parents would like to have more specific strategies for helping their students
			Teachers/Staff would like to have a unified school goal to help them focus their efforts.
			Students acknowledge that during the pandemic they were not focused and put in little effort while distance learning.
			Students are grateful to be back in school but would prefer less homework and pressure to perform.

School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experiences and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success
Part A

Student Success			
	Student Performance	**Social and Emotional Learning**	**Access to Rigorous Texts and Tasks**
Data Reviewed	*School Performance Data - End of year* *MAPS - 3 times a year* *Reading Plus - Monthly* *Achieve 3000 - Monthly* *MAPS Accelerator - Monthly* *Carnegie Mathia - Monthly* *SBAC - End of year* *WIDA - Once a year*	*Panorama* *SISP*	*PLC notes* *Common Assessments* *Lesson Plans* *Instructional Rounds*
Problem Statement	*Math proficiency scores are significantly lower than the other core subject areas.*		
Critical Root Causes	*There are too many programs for math to focus on and so none are the focus.*		

Part B

Student Success	
School Goal: *Goal 1: – Increase the percent of all students at or above grade level mean RIT scores from 23% to 27% by 2021-2022 as measured by MAPS benchmarks fall to winter and from 27% to 31% winter to spring*	**Aligned to Nevada's STIP Goal(s):** *Goal 3: All students experience continued academic growth.*

Improvement Strategy: *The schoolwide approach will be to provide enrichment activities in PAWS such as MAP accelerator. The school community approach will be to inform families of the expected progress in MAP accelerator.*

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

Intended Outcomes:
Through the increase of the percent of all students engaging in the MAPS accelerator math program as measured by levels and time gained by students, overall learning outcomes will improve in mathematics.

Action Steps:
- *Inform stakeholders on how to access MAPS accelerator in clever.ccsd.net*
- *Monitor MAPS accelerator usage by grade level and by teacher.*

Resources Needed:
- *Parentlink communication*
- *Handout for explaining the two math programs on campus*

Challenges to Tackle:
- *Communicating math resources and expectations to parents in spanish.*
- *Explaining the difference between Mathia program and MAPS Accelerator*

Improvement Strategy: *Implement Carnegie Math Curriculum with fidelity in each math classroom.*
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:*
Carnegie Learning, 1 -Strong, *Mathia - 3, Promising*

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

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

Resources Needed:
- *KO planning time*
- *Carnegie textbooks and Mathia program*

Challenges to Tackle:
- *Communicating plans and data to members who are required to substitute during KO planning time*

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

English Learners: Academic vocabulary word banks in math, communication going home in the home language, 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, Safe School Professional is bilingual.

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

Free and Reduced Lunch: 100% of our students are FRL. MAPS Goal setting conferences will be done one on one with a teacher mentor during PAWS.

Migrant: N/A

Racial/Ethnic Minorities: *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: Accommodations are being met in math, data is collected weekly on the effectiveness of BIPS, IEPs are reviewed and modified annually

Inquiry Area 2 - Adult Learning Culture
Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	*Teacher Observation/Evaluation Data* *Sub Coverage* *PLC - Tues/Fri : Attendance - Standards*	*District Climate Survey - End of year* *KO Admin Survey - Each Semester* *PLC attendance Observations/Coaching Count* *Walkthrough Data: Checkpoints* *Mentorship Schedule*	*Master Schedule* *ELMS* *PGP* *Staff Development Days*
Problem Statement	There is a lack of implementing learning programs with fidelity.		
Critical Root Causes	*There have been multiple shifts in programs required and not enough direct support for teachers to implement the programs.*		

Part B

Adult Learning Culture

School Goal: *Develop a school-wide professional learning process that strategically aligns to increase student achievement in each content area.*	STIP Connection: *Goal 2: All students have access to effective educators.*

Improvement Strategy: *Teachers will meet regularly to share expertise, analyze student work, plan instruction, and collaborate to improve teaching skills and the academic performance of students.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Analyze Data in PLCs - 2, Moderate*

Intended Outcomes: *Student outcomes will increase in all content areas.*

Action Steps:
- *The Instructional Leadership Committee will revisit/revise the PLC Agenda and Notes Template to be effective for all content areas*
- *Create common summative assessments in all subject areas*
- *Create a PLC submission form common to the school*

Resources Needed:
- *Weekly PLC Agenda and Notes template*
- *Google Form for PLC Submission*

Challenges to Tackle:
- *Lack of participation in PLC meetings due to substituting coverage*

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

English Learners: Academic vocabulary word banks in all content areas, communication going home in the home language, 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, Safe School Professional is bilingual.

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

Free and Reduced Lunch: 100% of our students are FRL. MAPS Goal setting conferences will be done one on one with a teacher mentor during PAWS.

Migrant: N/A

Racial/Ethnic Minorities: *Identify achievement gaps, work with Equity and Diversity Department 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: Accommodations are being met in math, data is collected weekly on the effectiveness of BIPS, IEPs are reviewed and modified annually

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	*Panorama - 3 times a year District Climate and Culture Survey - annually NEPF 5 Survey - annually Attendance/Absenteeism - monthly Hero Store - semester Student of the Month - monthly Discipline: MBI, SUS/EXP/RPC PBIS*	*District Climate and Culture Survey - annually KO Climate and Culture Survey - semester Attendance - monthly Staff of the Month - monthly Retention/Turnover - yearly Attendance of Extracurricular events*	*District Climate and Culture Survey KO Climate and Culture Survey Sign in sheets: Open house, PAC, Multicultural/Arts night, Parent Center, Palooza's, Diamond Celebration, SOT, IC usage report Canvas Analytics*
Problem Statement	*Parents are unsure on how to be effective partners in their child's education.*		
Critical Root Causes	*The resources available in the classroom and parent engagement center have not been effectively communicated to parents.*		

Part B

Connectedness	
School Goal: *By the end of the year 75% of parents will have accessed Infinite Campus, Canvas, and/or the parent engagement center.*	**STIP Connection:** *Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines. Community: Improve customer service*
Improvement Strategy: *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.
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Counselor, 1- Strong*

Intended Outcomes: *Increase engagement of parents in their child's academic achievement through the usage of IC, Canvas, and the parent engagement center.*

Action Steps:
- *Use Infinite Campus and Canvas analytics to confirm application usage*
- *Monthly Canvas reports need to be created*
- *Create an instructional document for parents to become a sponge on Canvas*

Resources Needed:
- *Canvas Analytic Data for Teachers and Parents*
- *Infinite Campus Data for Parents*
- *Sponge directions for parents*

Challenges to Tackle:
- *Teachers providing bilingual communication*

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

English Learners: Academic vocabulary word banks in all content areas, communication going home in the home language, 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, Safe School Professional is bilingual.

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

Free and Reduced Lunch: 100% of our students are FRL. MAPS Goal setting conferences will be done one on one with a teacher mentor during PAWS.

Migrant: N/A

Racial/Ethnic Minorities: *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: Accommodations are being met in math, data is collected weekly on the effectiveness of BIPS, IEPs are reviewed and modified annually

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds	$7,762,432.00	Reduction of class size, School wide Incentives given to students meeting/exceeding their MAP growth goal	Goal 1, 2, 3
Title I	$424,130.00	Reduction of class size	Goal 1, 2, 3
Title III - EL	$318,815.00	Reduction of class size	Goal 1, 2, 3
At Risk Weighted Funds	$213,275.00	Student Resources	Goal 1, 2, 3
HOPE 2	$63,500.00	Student Resources	Goal 1, 2, 3

School Goal - Inquiry Area 1 - Student Success

Goal 1: – Increase the percent of all students at or above grade level mean RIT scores from 23% to 27% by 2021-2022 as measured by MAPS benchmarks fall to winter and from 27% to 31% winter to spring

Improvement Strategies	Intended Outcomes	Event 7: Status Check 2	Lessons Learned (Now)	Next Steps	Needs
The schoolwide approach will be to provide enrichment activities in PAWS such as MAP accelerator. The school community approach will be to inform families of the expected progress in MAP accelerator.	Through the increase of the percent of all students engaging in the MAPS accelerator math program as measured by levels and time gained by students, overall learning outcomes will improve in mathematics.	At Risk	**Confusion with staff on MAP vs Mathia, MAP scores are moving targets each cycle**	**Protocol of when MAP Accelerator should be used in the instructional day, Incorporate MAP Accelerator minute requirements in goal setting conferences**	**Start earlier in year to have more data, find out how many minutes does MAP Accelerator recommend for growth?**
Implement Carnegie Math Curriculum with fidelity in each math classroom.	High-quality instruction will be consistent throughout all classrooms due to the collaboration of teachers centered around student learning data.	At Risk	**Confusion on the level of expectation of "fidelity", inconsistent messaging between administration and Carnegie professional development**	**Admin be present at Carnegie training meetings**	**Common submission protocol for PLC minutes**

School Goal - Inquiry Area 2 - Adult Learning Culture

Develop a school-wide professional learning process that strategically aligns to increase student achievement in each content area.

Improvement Strategies	Intended Outcomes	Event 7: Status Check 2	Lessons Learned (Now)	Next Steps	Needs
Teachers will meet regularly to share expertise, analyze student work, plan instruction, and collaborate to improve teaching skills and the academic performance of students.	Student outcomes will increase in all content areas.	At Risk	**PLCs struggle with consistency because of coverage of absent staff**	**Common submission protocol for PLC minutes**	**Class coverage data**

School Goal - Inquiry Area 3 - Connectedness

By the end of the year 75% of parents will have accessed Infinite Campus, Canvas, and/or the parent engagement center.

Improvement Strategies	Intended Outcomes	Event 7: Status Check 2	Lessons Learned (Now)	Next Steps	Needs
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	Increase engagement of parents in their child's academic achievement through the usage of IC, Canvas, and the parent engagement center.	At Risk	**Canvas reports are limited to 30 days, repeat visitors to parent engagement center impacting/Skewing data**	**Parent sponge access informational video, flyer and/or helpdesk hours, Google form to request targeted assistance**	**Run canvas report monthly, work with parent engagement facilitator to develop parent survey of needs and attendance data**