

Clark County School District  
Knudson, K.O. Academy of the Arts  
2025-2026 School Improvement Plan  
Title I, TSI



# **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/](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   |
|----------------------------------|--|--|
| <b>English Learners</b>          | <p>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.</p> | <p>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</p> |
| <b>Foster/Homeless</b>           | <p>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.</p>   | <p>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.</p>                             |
| <b>Free and Reduced Lunch</b>    | <p>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.</p>   | <p>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.</p>   |
| <b>Migrant/Title1-C Eligible</b> | N/A  | N/A  |
| <b>Racial/Ethnic Minorities</b>  | <p>Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized.</p>   | <p>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.</p>   |
| <b>Students with IEPs</b>        | <p>Due to the need for individualized support, students may have gaps in foundational knowledge.</p>   | <p>Data is collected weekly on the effectiveness of BIPS, IEPs are reviewed and modified annually</p>  |

## 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:** 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 quality 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

| Improvement Strategy 1 Details  |  |                          |                  | Reviews        |  |
|---|--|--------------------------|------------------|----------------|--|
|   |  | Status Check             |                  | EOY Reflection |  |
|   |  | Oct                      | Feb              | June           |  |
| <p><b>Improvement Strategy 1:</b> 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.</p> <p>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.</p> | In progress  | In progress              |                  |                |  |
| Action #  | Actions for Implementation   | Person(s) Responsible    | Timeline         |                |  |
| 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          |  |  |
|----------|---|-----------------------------|-------------------|--|--|
| 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 |                |  |
|--------------------------------|--|-----------------------------|-------------------|--------------|---------|----------------|--|
| Action #                       | Actions for Implementation   | Person(s) Responsible       | Timeline          | Status Check |         | EOY Reflection |  |
|                                |  |                             |                   | Oct          | Feb     |                |  |
| 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 | In progress  |         |                |  |
| 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 |  |   |  | Reviews      |                |
|--------------------------------|--|---|--|--------------|----------------|
| Action #                       | Actions for Implementation   | Person(s) Responsible   | Timeline   | Status Check | EOY Reflection |
|                                |  |   |  | Oct          | June           |
| 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.  | In progress  |                |
| 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

| Improvement Strategy 2 Details |  |   |   | Reviews      |     |
|--------------------------------|--|---|---|--------------|-----|
| Action #                       | Actions for Implementation   | Person(s) Responsible   | Timeline                                  | Status Check |     |
|                                |  |   |   | Oct          | Feb |
| 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. | In progress  |     |
| 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 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

## 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   |
|----------------------------------|--|--|
| <b>English Learners</b>          | <p>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.</p> | <p>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.</p>  |
| <b>Foster/Homeless</b>           | <p>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.</p>   | <p>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.</p> |
| <b>Free and Reduced Lunch</b>    | <p>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.</p>   | <p>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.</p>  |
| <b>Migrant/Title1-C Eligible</b> | N/A  | N/A  |
| <b>Racial/Ethnic Minorities</b>  | <p>Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized.</p>   | <p>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.</p>   |

| Student Group      | Challenge   | Solution   |
|--------------------|---|--|
| 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      |     |                |
|--------------------------------|--|--|-------------------|--------------|-----|----------------|
| Action #                       | Actions for Implementation   | Person(s) Responsible                      | Timeline          | Status Check |     | EOY Reflection |
|                                |  |  |                   | Oct          | Feb | June           |
| 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 | In progress  |     |                |
| 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   |
|---------------------------------|---|--|
| <b>Racial/Ethnic Minorities</b> | 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.  |
| <b>Students with IEPs</b>       | 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 monthly as measured by Infinite Campus reports.

#### **Aligns with District Goal**

**Formative Measures:** Principal

| Improvement Strategy 1 Details |  |                              |                   | Reviews      |                |
|--------------------------------|--|------------------------------|-------------------|--------------|----------------|
| Action #                       | Actions for Implementation   | Person(s) Responsible        | Timeline          | Status Check | EOY Reflection |
|                                |  |                              |                   | Oct          | June           |
| 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 | In progress  |                |
| 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

# 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 | <p>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.</p> <p>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.</p> | Student Success, Connectedness |
|                |             |  |                                |
|                |             |  |                                |
|                |             |  |                                |

# 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          |