



# Explore Knowledge Academy K-12

## 2021-2022 School Performance Plan: A Roadmap to Success

*Explore Knowledge Academy has established their 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 [parentportal@ekacademy.org](mailto:parentportal@ekacademy.org) for more information.*

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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](#).

Enrollment Data ES - (19 - 20)											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
<b>School</b>	464	0.43%	5.39%	44.4%	6.68%	29.96%	2.16%	10.99%	6.9%	11.9%	0%
<b>District*</b>	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
<b>State*</b>	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

\*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data ES										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
<b>2018</b>	<b>School</b>	59%	51	51.13%	70.5%	60	66.92%	23.9%	6.2%	57.69%
	<b>District</b>	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
<b>2019</b>	<b>School</b>	50%	50.0%	56	58.9%	49	62.8%	38.0%	10.0%	50.0%
	<b>District</b>	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
<b>2020</b>	<b>School</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	16.6%	51.4%
	<b>District</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**
<b>2021</b>	<b>School</b>	19.8%	49	15.3%	46.5%	61	61.55	9.7%	N/A	N/A
	<b>District</b>	34.3%	N/A	N/A	38.2%	N/A	N/A	N/A	N/A	N/A

\*Source: nevadareportcard.nv.gov

\*\*Source: NDE Data Fil



School Climate Data (2019 - 2020) ES			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	407	388	387
District*	379	368	361

\*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

Enrollment Data MS - (19-20)											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	160	0%	5.38%	37.34%	7.91%	37.97%	2.85%	8.54%	5.4%	5.4%	0.0%
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

\*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data MS										
Academic Year	School/District	Math			ELA		Science		ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	30.3%	42	29.59%	48.3%	42.5	43.53%	35.6%	22.2%	N < 10
	District	36.1%*	49*	31.2*	47.4%*	49*	47.3*	28.9%*	5.5%**	31.9%*
2019	School	36.9%	46	32.9%	55.0%	53	50.3%	47.8%	16.6%	N < 10
	District	36.6%*	49*	31.5*	48.3%*	49*	48.2*	28.9%*	5.4%**	22.9%*
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12.5%	14.2%
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4.5%**	20.1%**
2021	School	31.1%	53	35.7%	57.15	56	64.7%	50%	N/A	N/A

\*Source: nevadareportcard.nv.gov

\*\* Source: NDE Data File



School Climate Data (2019 - 2020) MS			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	367	349	343
District*	379	368	361

\*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

Enrollment Data - HS - (19-20)											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	28	0%	5.38%	37.34%	7.91%	37.97%	2.85%	8.54%	%	%	%
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

\*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data - HS										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	N/A	N/A	N/A	89.75	N/A	N/A	57.5%	50.0%	N < 10
	District	23.7%*	N/A	N/A	43.0%*	N/A	N/A	21%*	8.2%**	20.4%*
2019	School	42.3%	N/A	N/A	69.2%	N/A	N/A	34.7%	66.6%	N < 10
	District	24.5%*	N/A	N/A	46.2%*	N/A	N/A	26.9%*	7%**	14.9%*
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	District	25.3%	N/A	N/A	49.2%	N/A	N/A	N/A	4.7%**	9.3%**
2021	School	N<10*	N/A	N/A	N<10*	N/A	N/A	N/A	N/A	N/A
	District	21.1%	N/A	N/A	49.2%	N/A	N/A	N/A	N/A	N/A

\*Source: nevadareportcard.nv.gov \*\*Source: NDE Data File



4 Year ACGR HS				
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020	Grad Rate 2020-2021
<b>School</b>	76.2%	95%	96.2%	100%
<b>District*</b>	85.2%	85.8%	83.2%	84.04%

\*Source: nevadareportcard.nv.gov

School Climate Data (2019 - 2020) HS			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
<b>School</b>	369	368	348
<b>District*</b>	379	368	361

\*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

## 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
Abbe Mattson	<b>Superintendent</b>
Dawn Gustafson and Donna Childers	<b>Other School Leader(s)/Administrator(s)</b>
Joanne Sanders and Kyle Dammeir	<b>Teacher(s)</b>
Jennifer Cook	<b>Paraprofessional(s)</b>
Corinne Fletcher	<b>Parent(s)</b>
Alleigh Fletcher	<b>Student(s)</b>
N/A	<b>Tribes/Tribal Orgs (if present in community)</b>
Ashley Lentz	<b>Specialized Instructional Support Personnel</b>



## School Community Outreach

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

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Outreach - Event 2	Monday, August 30th 3:00 pm	17	Elementary science, Middle School SEL and Family Engagement are our focus areas for this upcoming year



## School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience 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
<b>Data Reviewed</b>	2020 SBAC data, and previous SBAC data on the SPP Roadmap	2020 Nevada School Climate Data	Pacing guides and walkthrough data
<b>Problem Statement</b>	Elementary students in 5th grade are behind the state and CCSD average for 5th grade science as evidenced by the 2020 SBAC exam results. Elementary students in grades 3 - 5 are behind the state and CCSD average for mathematics as evidenced by the 2020 SBAC exam results.		
<b>Critical Root Causes</b>	There was a lack of professional development for the math and science curriculum. Additionally, there was no test preparation for the students. Students are struggling with vocabulary and word problems and need more practice.		

#### Part B

Student Success	
<p><b>School Goal:</b> Increase the percent of 5th grade students proficient in science from 9.8% to 33%, as measured by the state, Spring 2021, 5th grade science assessment. Increase the percent of elementary students proficient in mathematics from 19.8% to 53.5%, as measured by the state, Spring 2021, elementary math assessment.</p>	<p><b>Aligned to Nevada's STIP Goal:</b> Goal 3: All students experience continued academic growth.</p>
<p><b>Improvement Strategy:</b> Hold quarterly professional development for math/science curriculum for teachers</p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Professional development - level 4</p>	



<b>Intended Outcomes:</b> <i>Enhanced use of curriculum and improved student understanding of key learning measures</i>
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Contact Vendor to discuss PD possibilities.</i></li><li>● <i>Schedule a date and time for the quarterly trainings.</i></li><li>● <i>Training takes place</i></li><li>● <i>Implementation time and support takes place</i></li><li>● <i>Follow up training is performed</i></li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Time to manage the set up of the training</i></li><li>● <i>Trainers from curriculum vendors</i></li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Scheduling training with the vendor</i></li><li>● <i>Time for training and management of training</i></li><li>● <i>Teacher buy-in to new training</i></li><li>● <i>Managing the teaching of distance learning and face to face students often simultaneously with new curriculum</i></li></ul>
<b>Improvement Strategy:</b> <i>Testing Bootcamp for all students in grades 3 - 5 prior to testing season and arranging second semester class schedules so that testing science classes (5th grade) are taught by the same science specialist teacher.</i>
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3
<b>Intended Outcomes:</b> <i>Increased familiarity with testing systems, vocabulary and protocols for students to gain confidence prior to testing. Consistency in delivery of science curriculum to 5th grade students.</i>
<b>Action Steps:</b> <b>(Bootcamps)</b> <ul style="list-style-type: none"><li>● <i>Gather bootcamp materials including access to Interims</i></li><li>● <i>Set up schedule for bootcamps</i></li><li>● <i>Schedule teachers, students and staff for bootcamps</i></li><li>● <i>Provide resources to teachers</i></li><li>● <i>Hold bootcamps</i></li></ul> <b>(5th Grade science schedules)</b> <ul style="list-style-type: none"><li>● <i>Revise 5th grade schedules for 2nd semester</i></li></ul>





- *Provide 5th grade science curriculum to specialty teacher*

**Resources Needed:**

**(Bootcamps)**

- *Bootcamp materials*
- *Access to Interims*

**(5th grade science schedules)**

- *Administrative time in IC*
- *Previous 5th grade science testing results*
- *Previous 5th grade science test samples*

**Challenges to Tackle:**

- *Time necessary to put together and hold bootcamps*
- *Time to gather necessary materials for bootcamps*
- *Fitting all 5th grade students into the science specialists' schedule. As a small school, scheduling is difficult because the options are limited.*

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

English Learners: Students will have access to additional educational software packages and small group interventions throughout the school year. Teachers will use scaffolding text within the curriculum and focus on promoting academic vocabulary.

Foster/Homeless: Elementary students will be leveled in mathematics classes so that the instruction meets their academic levels. No students will be in classes below grade level. Teachers will use scaffolding text within the curriculum and focus on promoting academic vocabulary.

Free and Reduced Lunch: Elementary students will be leveled in mathematics classes so that the instruction meets their academic levels. No students will be in classes below grade level. Teachers will use scaffolding text within the curriculum and focus on promoting academic vocabulary.

Migrant: Elementary students will be leveled in mathematics classes so that the instruction meets their academic levels. No students will be in classes below grade level. Teachers will use scaffolding text within the curriculum and focus on promoting academic vocabulary.

Racial/Ethnic Minorities: Elementary students will be leveled in mathematics classes so that the instruction meets their academic levels. No students will be in classes below grade level. Teachers will use scaffolding text within the curriculum and focus on promoting academic vocabulary.



Students with IEPs: Elementary students will be leveled in mathematics classes with a dual endorsed teacher (special education and general education) so that the instruction meets their academic levels and the teachers understand the unique needs of special education students. No students will be in classes below grade level. Teachers will differentiate instruction in the classroom and use scaffolding text within the curriculum and focus on promoting academic vocabulary.

## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	<i>Student Growth and Achievement Data School and Staff schedules PLC Data</i>	<i>Staff Evaluations Administration Evaluations</i>	<i>Curriculum analysis Licensed Staff Calendar</i>
<b>Problem Statement</b>	<i>EKA staff felt unprepared for the start of school with students including room set up, professional development on new curriculum and legislative/school-wide changes and improvement planning. Teacher materials and professional development on the new curriculum was not accessible prior to students starting the school year.</i>		
<b>Critical Root Causes</b>	<i>There was not enough time prior to the start of the school year to adequately prepare or provide necessary professional development for all the new programs and technology for our teaching staff. Teacher materials did not arrive in time before the students start the school year.</i>		

### Part B

Adult Learning Culture	
<b>School Goal:</b> <i>Increase the number of days that teaching staff has between their August start date and the first day of school for students from 6 days in 2021 to at least 8 days.</i>	<b>STIP Connection:</b> <i>Goal 2: All students have access to effective educators.</i>
<b>Improvement Strategy:</b> <i>Increase the number of days on the school calendar so that adequate professional development and course set-up can be performed.</i>	



<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Professional development - level 4</i>
<b>Intended Outcomes:</b> <i>Teachers will be better prepared to start the school year.</i>
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Adjust the professional development calendar to allow for PD for the teachers prior to students starting the new school year.</i></li><li>● <i>Review total days to ensure that the total work days for a teacher is not increased or modified.</i></li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Time</i></li><li>● <i>Calendar forms</i></li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Making sure the extra time given to teachers is used wisely or scheduled appropriately.</i></li><li>● <i>Making sure there is enough time before students start school to complete all requirements (i.e. training, planning, events, preparation)</i></li></ul>
<b>Improvement Strategy:</b> <i>Order resources and teacher materials as soon as possible in the new fiscal year.</i>
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Professional development - level 4</i>
<b>Intended Outcomes:</b> <i>Resources and materials will arrive prior to the teacher's start of the school year so that professional development and course planning can be performed prior to students starting school.</i>
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Prepare for purchases in the 4th quarter of the year</i></li><li>● <i>Order teacher materials in June</i></li><li>● <i>Schedule professional development for teachers for new curricular materials and review of existing materials as needed</i></li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Time</i></li><li>● <i>Responsive sales representatives from curriculum vendors</i></li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Vendors open during summer break</i></li><li>● <i>Receiving deliveries during summer break</i></li><li>● <i>COVID - resources in short supply</i></li></ul>



- *Unknown number of students per classroom until school starts*

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

English Learners: Order tests and student curricular materials at the start of the fiscal year so staff can have the materials they need to be prepared and trained to support student learning.

Foster/Homeless: Order tests and student curricular materials at the start of the fiscal year so staff can have the materials they need to be prepared and trained to support student learning.

Free and Reduced Lunch: Order tests and student curricular materials at the start of the fiscal year so staff can have the materials they need to be prepared and trained to support student learning.

Migrant: Order tests and student curricular materials at the start of the fiscal year so staff can have the materials they need to be prepared and trained to support student learning.

Racial/Ethnic Minorities: Order tests and student curricular materials at the start of the fiscal year so staff can have the materials they need to be prepared and trained to support student learning.

Students with IEPs: Order tests and student curricular materials at the start of the fiscal year so staff can have the materials they need to be prepared and trained to support student learning.



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	<i>Nevada School Climate Data 2020</i>	<i>Staff survey</i>	<i>Outreach Event Data</i>
<b>Problem Statement</b>	<i>Middle school students do not feel connected to the school and rate the engagement, safety and overall SEL competence low. Families are struggling with EKA processes and procedures and need additional supports.</i>		
<b>Critical Root Causes</b>	<i>During COVID-19 closures, students were learning online and did not have social connections to each other, the school or school personnel. There were no family connection opportunities like Open House or PTSA events to bring EKA families together.</i>		

### Part B

Connectedness	
<p><b>School Goal:</b> <i>Increase the percent of middle school students who feel safe at school from 67% to 82% as measured by the NV-SCSEL survey. Feedback on Family Engagement will be collected and analyzed by administration at least one time per year to inform the program for future years.</i></p>	<p><b>STIP Connection:</b> <i>Goal 6: All students and adults learn and work together in a safe environment where identities and relationships are valued and celebrated.</i></p>
<p><b>Improvement Strategy:</b> <i>Students will be enrolled in a Social Emotional Learning class each week, preferably daily, if possible, through scheduling.</i></p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Creating a positive school climate and culture - level 3</i></p>	
<p><b>Intended Outcomes:</b> <i>Students and their families will feel a greater connection to the school.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <i>Students scheduled in SEL classes</i></li> <li>● <i>Develop Lessons for SEL classes</i></li> <li>● <i>Professional Development with teachers for SEL expectations</i></li> </ul>	



- *Hold and review actual SEL classes*

**Resources Needed:**

- *SEL curriculum*
- *Counselors*

**Challenges to Tackle:**

- *Scheduling SEL classes in the small school environment*
- *Student buy-in to the program*
- *Teacher buy-in to the program*

**Improvement Strategy:** *Increase opportunities for families and students to feel like they belong to the EKA Sea Dragon family (i.e Open House, school-wide events, improved website, increased use of social media to advertise school happenings).*

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Creating a positive school climate and culture - level 3*

**Intended Outcomes:** *Families and students will know what is happening at the school, even though they may not be permitted to be physically on campus due to COVID-19 restrictions.*

**Action Steps:**

- *Create and distribute a monthly Read by Grade 3 newsletter for families*
- *Create and distribute a weekly general newsletter for families.*
- *Promote social media and continually update social media sites with school happenings and student activities*

**Resources Needed:**

- *Staff to create the newsletters*
- *Staff to create, update and monitor social media accounts*
- *Staff to continually update all communication resources (website, newsletters, social media, flyers, handouts, etc.)*

**Challenges to Tackle:**

- *Existing families do not always take advantage of communication resources that are available*
- *Existing families do not have reason to look to the website for news and updates*
- *No PTSA (Parent Teacher Staff Association) at EKA this year. No interest from families*
- *COVID*



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

English Learners: Communicate with families in English and Spanish as well as other languages as needed. Guaranteed access to SEL materials taught by EKA staff. Provide opportunities for all learners to share thoughts and feelings in a safe space.

Foster/Homeless: Guaranteed access to SEL materials taught by EKA staff. Provide opportunities for all learners to share thoughts and feelings in a safe space.

Free and Reduced Lunch: Guaranteed access to SEL materials taught by EKA staff. Provide opportunities for all learners to share thoughts and feelings in a safe space.

Migrant: Guaranteed access to SEL materials taught by EKA staff. Provide opportunities for all learners to share thoughts and feelings in a safe space.

Racial/Ethnic Minorities: Guaranteed access to SEL materials taught by EKA staff. Provide opportunities for all learners to share thoughts and feelings in a safe space.

Students with IEPs: Provide interpreter for families for IEP meetings. Guaranteed access to SEL materials taught by EKA staff. Provide opportunities for all learners to share thoughts and feelings in a safe space.

**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)
<i>General Operations Account</i>	\$5,849,575.00	Staffing and Instructional Supplies	Student Success Adult Learning Culture Connectedness