



Clark County School District

Explore Knowledge Academy K-5

School Performance Plan: A Roadmap to Success

Explore Knowledge Academy K-5 has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on January 16, 2023



School Demographics and Performance Information

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 http://nevadareportcard.nv.gov/DI/nv/clark/explore_knowledge_academy_elementary/2022/nspf/.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

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	Superintendent
Dawn Gustafson and Donna Childers	Other School Leader(s)/Administrator(s)
Kyle Dammeir, Renee Berto, Anthony Quan-Williams, Meggan Fowler, Kate Smith, Tania Ordinola	Teacher(s)
Mary Lynn Strahan	Paraprofessional(s)
Corinne Fletcher	Parent(s)
Alleigh Fletcher	Student(s)
N/A	Tribes/Tribal Orgs (if present in community)
Joanne Sanders, Stephanie Estores	Specialized Instructional Support Personnel



School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Spring Stakeholder Surveys	April 2022	Families are worried about learning loss due to COVID-19 and would like the school to be more strategic and targeted with remediation efforts.
EKA Governing Board Meetings	Quarterly	EKA staff reports at least quarterly on student data. The board is aware of the deficiencies we are seeing in mathematics and is supportive of our new remediation efforts this 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
Data Reviewed	<i>SBAC data, and previous SBAC data on the SPP Roadmap</i>	<i>Nevada School Climate Data</i>	<i>Pacing guides and walkthrough data</i>
	<i>Areas of Strength: EKA's area of strength is in science. We saw the largest growth in this area and the school rate is double that of our sponsor.</i>		
	<i>Areas for Growth: EKA area for growth would be in mathematics.</i>		
Problem Statement	<i>Elementary students in 5th grade did not make their goal for 5th grade science as evidenced by the 2022 SBAC exam results. Elementary students in grades 3 - 5 are behind the state and CCSD average for mathematics as evidenced by the 2022 SBAC exam results.</i>		
Critical Root Causes	<i>There was limited test preparation for the students. Students are struggling with vocabulary, math facts and word problems and need more practice.</i>		

Part B

Student Success	
School Goal: <i>Increase the percent of 5th grade students proficient in science from 28.5% to 33%, as measured by the state, Spring 2023, 5th grade science assessment. Increase the percentage of elementary students proficient in mathematics from 17.6% to 44%, as measured by the state, Spring 2023, elementary math assessment.</i>	Aligned to Nevada's STIP Goal: <i>Goal 3: All students experience continued academic growth.</i>



Improvement Strategy: *Instruct students on common test math vocabulary. Create posters of common test taking vocabulary for students to use as reference points throughout the school year to become more familiar with what the words mean and how they translate to mathematical equations and concepts*

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

Intended Outcomes: *Enhanced use of curriculum and improved student understanding of key learning measures*

Action Steps:

- *Have math teachers meet to discuss math vocabulary focus*
- *Have grade level groups meet to collect most common math vocabulary words*
- *Use collection of common math vocabulary words to create laminated posters*
- *Have teachers hang and introduce the posters and their meaning to the students*
- *Teachers will refer to posters as they are working through math problems in the classroom*

Resources Needed:

- *Time to meet with staff*
- *Time to create posters*

Challenges to Tackle:

- *Scheduling time for meetings and poster creation*

Improvement Strategy: *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. Enroll struggling 3rd - 5th grade students in math remediation classes so that students are receiving instruction in 2 math classes each school day.*

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

Intended Outcomes: *Increased familiarity with testing systems, vocabulary and protocols for students to gain confidence prior to testing. Additional mathematics practice. Consistency in delivery of science curriculum to 5th grade students.*

Action Steps:

(Bootcamps)

- *Gather bootcamp materials including access to Interims*
- *Set up schedule for bootcamps*
- *Schedule teachers, students and staff for bootcamps*



- *Provide resources to teachers*
- *Hold bootcamps*

(5th Grade science schedules)

- *Revise 5th grade schedules for 2nd semester*
- *Provide 5th grade science curriculum to specialty teacher*

(Math intervention/remediation classes)

- *Enroll students in remediation/intervention math classes daily to give them additional math practice and to improve foundational skills.*

Resources Needed:

(Bootcamps)

- *Bootcamp materials*
- *Access to Interims*

(5th grade science schedules)

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

(Math intervention/remediation classes)

- *Administrative time in Infinite Campus*
- *Previous math testing results*
- *Previous math testing 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.*
- *Fitting students in need of intervention and remediation into open classes. 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 may 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
Data Reviewed	<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>
	<i>Areas of Strength: We have a large core of returning teachers that know our students, our curriculum and are supportive of the school's mission.</i>		
	<i>Areas for Growth: We need to provide additional professional development to help support our teachers in the classrooms, especially those teachers new to the school.</i>		
Problem Statement	<i>We were unable to schedule enough professional development in our schedule last year to fully support our teachers and our academic program.</i>		
Critical Root Causes	<i>Our mentors did not have the time and we did not have the curriculum in time for our mentors to meet with our new teachers to work with them and bring them to a level of comfort with the school and the curriculum prior to the start of the school year.</i>		

Part B

Adult Learning Culture	
School Goal: <i>Increase the number of days that new teaching staff has before returning staff starts from 0 to 2 days. Maintain a minimum of 8 days pre-service training to returning staff before the start of the school year.</i>	STIP Connection: <i>Goal 2: All students have access to effective educators.</i>
Improvement Strategy: <i>Increase the number of days new teachers have to acclimate to the school prior to the return of all staff and maintain the number of pre-service days on the school calendar so that adequate professional development and course set-up can be performed.</i>	



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



- *Receiving deliveries during summer break*
- *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
Data Reviewed	<i>Nevada School Climate Data and and yearly student surveys</i>	<i>Staff survey</i>	<i>Outreach Event Data</i>
	<i>Areas of Strength: Elementary's area of strength was in cultural and linguistic competence scale perceptions in demonstrating empathy, understanding, and respect for different cultures and ethnic groups.</i>		
	<i>Areas for Growth: Our overall climate survey data needs to increase to keep up with our local district and state.</i>		
Problem Statement	<i>EKA students overall do not feel connected to the school and rate the engagement, safety and overall Social Emotional Learning competence in a lower than expected range.</i>		
Critical Root Causes	<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	
School Goal: <i>Increase the percent of elementary school students who feel safe at school from 60% to a 82% as measured by the NV-SCSEL survey.</i>	STIP Connection: <i>Goal 6: All students and adults learn and work together in a safe environment where identities and relationships are valued and celebrated.</i>
Improvement Strategy: <i>Students will be enrolled in a Social Emotional Learning class each week, preferably daily, if possible, through scheduling.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Creating a positive school climate and culture - level 3</i>	
Intended Outcomes: <i>Students and their families will feel a greater connection to the school.</i>	
Action Steps:	
<ul style="list-style-type: none"> <i>Students scheduled in Social Emotional Learning classes</i> 	



- *Develop Lessons for Social Emotional Learning classes*
- *Professional Development with teachers for Social Emotional Learning expectations*
- *Hold and review actual Social Emotional Learning classes*
- *Feedback on Family Engagement will be collected and analyzed by administration at least one time per year to inform the program for future years.*

Resources Needed:

- *Social Emotional Learning curriculum*
- *Counselors*
- *Teachers*
- *Training of teachers*

Challenges to Tackle:

- *Scheduling Social Emotional Learning classes in the small school environment*
- *Teacher training*
- *Student buy-in to the program*
- *Teacher buy-in to the program*
- *Extend behaviors beyond just the Social Emotional Learning classes*

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.*

Action Steps:

- *Create and distribute a monthly Social Emotional Learning 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.*
- *Increase the number of family oriented school events.*

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.)*



- *Staff to plan and coordinate family events.*

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.*

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 Social Emotional Learning materials taught by EKA staff. Provide opportunities for all learners to share thoughts and feelings in a safe space.

Foster/Homeless: Guaranteed access to Social Emotional Learning 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 Social Emotional Learning materials taught by EKA staff. Provide opportunities for all learners to share thoughts and feelings in a safe space. EKA will work with Serving our Kids to provide Friday food distribution for the weekends.

Migrant: Guaranteed access to Social Emotional Learning 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 Social Emotional Learning 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 Social Emotional Learning 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