



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 MRI CSI TSI ATSI

Our SPP was last updated on October 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/2023/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)
	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	May 2023	Families are worried about student safety and the ease of picking and dropping off their students at school.
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 continues to be supportive of our new remediation efforts this year.
EKA Foundation Board Meetings	Quarterly	Our families are not feeling connected to the school and we need to do a better job of reaching out to them.
EK Foundation Board Meetings	April 13, 2023	School Performance and plans and goals were discussed.



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	2023 SBAC data, and previous SBAC data on the SPP Roadmap and NWEA MAP	Nevada School Climate Data	Pacing guides, professional development on new mathematics curriculum, walkthrough data
	Areas of Strength: EKA's area of strength is in science. We saw the largest growth in this area and the school rate is more than double that of our sponsor. We are also seeing gains in our NWEA MAP data for science.		
	Areas for Growth: EKA's area for growth would be in mathematics.		
Problem Statement	Elementary students in grades 3 - 5 are behind the state and CCSD average for mathematics as evidenced by the 2023 SBAC exam results.		
Critical Root Causes	Students are struggling with math vocabulary, fact fluency, and constructing written responses to complex mathematical problems. Two years online through COVID left students without a strong math base upon which to build. Students are missing fundamental math skills, including deficiencies with number sense.		

Part B

Student Success	
School Goal: Increase the percentage of elementary students proficient in mathematics from 20.8% to 53.5%, as measured by the state, Spring 2024, elementary math assessment.	Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth.



Improvement Strategy: *Instruct students on common test math vocabulary. Require teachers to assign and review word problems to prepare students for SBAC type questions. Daily practice to strengthen student fluency in the four basic operations.*

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

Intended Outcomes: *The ability to communicate mathematically using necessary math vocabulary when solving problems. Increased math fluency to develop automaticity in all four operations for students in 3rd through 5th grades. A developed understanding of the necessary processes in solving problems.*

Action Steps:

- *Have math teachers meet to discuss math vocabulary focus*
- *Math teachers will assign constructive response problems, teach problem-solving strategies, create school-wide expectations for written responses, and review word problems.*
- *Create a cross grade-level plan to teach number sense to students in 3rd through 5th grades*
- *Modify students' schedules to create an additional class period for math fluency teaching and practice.*
- *Staff will create a resource of techniques, tools, and resources to use when teaching math fluency.*

Resources Needed:

- *Time to meet with staff*
- *Time in the daily schedule*
- *Classroom performance data*
- *Fact fluency cards, applications, math fact games*
- *Student incentives*
- *Time to create math vocabulary posters*

Challenges to Tackle:

- *Creating a dedicated time period*
- *Community buy in*

Improvement Strategy: *Enroll struggling 3rd - 5th grade students in math foundation classes so that students are receiving instruction in 2 math classes each school day. Practice test preparation skills throughout the year in math classes.*

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. Number sense and fact fluency.*

**Action Steps:****(Math intervention/foundation classes)**

- *Enroll struggling students in foundation math classes daily to give them additional math practice and to improve foundational skills.*
- *Design and implement a sequential program across the three grade levels so that mathematical concepts necessary to grade-level master are consistently addressed by teachers.*

Resources Needed:

- *Work sessions with math teachers to determine areas of student need, what content resources can address those needs, and a plan/timeline for implementation.*

(Math intervention/remediation classes)

- *Administrative time in Infinite Campus*
- *Previous math testing results*
- *Previous math testing samples*
- *Feedback from math teachers for placement*

Challenges to Tackle:

- *Fitting students in need of intervention and foundations into open classes. As a small school, scheduling is difficult because the options are limited. Administration will do what they can to set a schedule for all students needing intervention and remediation. Remediation classes will be supported with resources including aides and supplementary mathematics curricular materials.*

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 when possible) 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 WIDA/MAP Data School and Staff schedules PLC Data</i>	<i>Staff Evaluations Administration Evaluations</i>	<i>Licensed Staff Calendar</i>
	<i>Areas of Strength: We have many staff members who have been participating in staff development opportunities to strengthen their instructional practices while working with English Language Learners.</i>		
	<i>Areas for Growth: We need to provide additional targeted professional support to help our teachers in delivering instruction that meets the educational needs of our ELL students, especially within the content areas.</i>		
Problem Statement	<i>While teachers have been presented yearly staff development, given the growing percent of students who are ELL, teachers need additional opportunities to engage in targeted conversations that will lead them to apply new ideas and enhance existing skills.</i>		
Critical Root Causes	<i>Teachers have not been presented with dedicated and guided opportunities to discuss ELL strategies currently in use and those that may enhance their instruction.</i>		

Part B

Adult Learning Culture	
School Goal: <i>Increase collaboration and collegiality among teachers in order to bridge professional development/theory to practical applications for ELL learners.</i>	STIP Connection: <i>Goal 2: All students have access to effective educators.</i>
Improvement Strategy: <i>Implement book study groups for teachers using professional resources designed to support student language development in all content areas.</i>	



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Professional development - level 4</i>
Intended Outcomes: <i>Increase in student performance in all academic content areas by ELL students while strengthening adult collegiality.</i>
Action Steps: <ul style="list-style-type: none">● <i>Order books for study groups</i>● <i>Collaborate with the ELL department to assist in developing meaningful goals for the strategy.</i>
Resources Needed: <ul style="list-style-type: none">● <i>Books - Amplifying the Curriculum: Designing Quality Learning Opportunities for English Learners, Academic Conversations, The K-3 Guide to Academic Conversations</i>● <i>Time for teachers to read books and time for reflection</i>● <i>Guided questions for teachers which lead learning</i>
Challenges to Tackle: <ul style="list-style-type: none">● <i>Providing enough time for teachers to thoughtfully read the books and digest the implications for their classrooms.</i>● <i>Hesitancy by teachers to engage in the significant amount of time for the project.</i>● <i>Ensuring that all ordered books arrive prior to the commencing of book studies.</i>
Improvement Strategy: N/A
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">●●●
Resources Needed: <ul style="list-style-type: none">●
Challenges to Tackle: <ul style="list-style-type: none">●



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

English Learners: The learning strategist will create small group sessions for ELL students to support them with their reading skills and language development. We will also use our Title III funding to do a book study this year with our teachers to continue their ELL support journey.

Foster/Homeless: Our social worker and counselor will meet with any foster or homeless students to give them support to be successful at school. Our Title I Hope Advocate will contact the families to make sure they are receiving the resources they need to ensure that their students are able to attend school and that they can focus on 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: N/A

Racial/Ethnic Minorities: Student Support Services members (Admin/Counseling/Social Workers) will monitor these students' absence rate and grades and give additional supports to get students back on track if they are struggling.

Students with IEPs: The Special Education Facilitator will meet with the special education staff to ensure all students are receiving the educational minutes required by their IEPs and to help develop plans for students that are struggling so they can be more successful at school.



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 and family surveys</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. The school also did not allocate sufficient time to Social-Emotional learning in our classrooms. 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 daily Social Emotional Learning. Cross grade-level pairings will be created to help students feel connected and cultivate constructive relationships with everyone on campus. Administration and school social worker will meet with SEL classes.</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: *Students and their families will feel a greater connection to the school.*

Action Steps:

- *Students scheduled in Social Emotional Learning classes*
- *Develop Lessons for Social Emotional Learning classes aligned to 7 Mindsets curriculum*
- *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.*
- *Create cross grade-level pairings to foster connections between students of all grade levels.*
- *Administrative observations and participation in SEL classes.*

Resources Needed:

- *Social Emotional Learning curriculum - 7 Mindsets*
- *Counselors*
- *Teachers*
- *Professional development for teachers and staff*

Challenges to Tackle:

- *Scheduling Social Emotional Learning (SEL) classes in the small school environment. Administration will carve out dedicated time in the schedule for daily SEL classes.*
- *Teacher training will be performed by the SEL package staff prior to the start of the school year.*
- *Student buy-in to the program. Teachers will model the SEL strategies and encourage their use in the classroom.*
- *Teacher buy-in to the program. Administration will model the SEL strategies and encourage their use in the classroom.*
- *Extend behaviors beyond just the Social Emotional Learning classes. Have all staff, not just teachers, model the wanted behaviors in the SEL program so that students see all adults in the school community using and expressing the same things.*

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 and there will be events where families can come to campus and interact with their students in family events.*

Action Steps:



- *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. Administration will review the yearly survey to see if there is a better method of communication with our families. The school staff will use email as the main form of communication, but will ask families if they would prefer a phone call or a text and then use that form for future communications.*
- *Existing families do not have reason to look to the website for news and updates. At the start of the school year we will notify families about the revised website and all of the resources that can be found on it for their use.*
- *No PTSA (Parent Teacher Staff Association) at EKA this year. No interest from families. Administration will encourage involved families to restart a PTSA at EKA.*

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