



Clark County School District

Explore Knowledge Academy 6-12

School Performance Plan: A Roadmap to Success

Explore Knowledge Academy 6-12 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.

Superintendent: Abbe Mattson
School Website: www.ekacademy.org
Email: amattson@ekacademy.org
Phone: 702-870-5032

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_charter_secondary/2023/nspf/.

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	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.
EK 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	<i>SBAC data, and previous SBAC data on the SPP Roadmap</i>	<i>Nevada School Climate Data and previous NSC 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>Secondary students in grades 6 - 8 are behind the state and CCSD average for mathematics as evidenced by the 2023 SBAC exam results.</i>		
Critical Root Causes	<i>Students are struggling with vocabulary, fact fluency, word problems and need more practice. Two years online through COVID have left students without a strong math base upon which to build.</i>		

Part B

Student Success	
School Goal: <i>Increase the percentage of middle school students proficient in mathematics from 32.7% to 42.7% for middle school, as measured by the state, Spring 2024, math assessment.</i>	Aligned to Nevada's STIP Goal: <i>Goal 3: All students experience continued academic growth.</i>
Improvement Strategy: <i>Instruct students on common test math vocabulary. Have teachers outside of the math content area reinforce math vocabulary, especially in reading and writing which can support student written responses to complex mathematical problems.</i>	



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3
Intended Outcomes: <i>Improved student understanding of key learning measures, the ability to communicate mathematical problem solving in writing, and increased math fluency.</i>
Action Steps: <ul style="list-style-type: none">● <i>Have math teachers meet to discuss math vocabulary in context of problems</i>● <i>Math teachers will assign constructive response problems, teach problem-solving strategies, create school-wide expectations for written responses, and review word problems.</i>● <i>Teachers will attend professional development on the new math curriculum implemented for the 2023-2024 school year.</i>
Resources Needed: <ul style="list-style-type: none">● <i>Time to meet with staff and for collaboration</i>● <i>Professional development created by the publisher</i>● <i>Time to review new curriculum</i>
Challenges to Tackle: <ul style="list-style-type: none">● <i>Student/community buy in</i>● <i>Getting in enough professional development in all of the mathematical content areas</i>● <i>Ensuring the new curriculum arrives before the start of the school year.</i>
Improvement Strategy: <i>Require teachers to assign and review word problems to prepare students for SBAC type constructive response questions.</i>
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3
Intended Outcomes: <i>The ability to communicate mathematically using necessary math vocabulary when solving problems. A developed understanding of the necessary processes in solving problems.</i>
Action Steps: <ul style="list-style-type: none">● <i>Have math teachers meet to discuss math vocabulary focus</i>● <i>Math teachers will assign constructive response problems, teach problem-solving strategies, create school-wide expectations for written responses, and review word problems.</i>● <i>Create a cross grade-level plan to teach number sense to students in 6th - 8th grades</i>



- *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 word problems/constructive responses.*
- *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.*

(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:

(Intervention/Remediation)

- *Class materials*
- *Access to Interims*

(Math intervention/remediation classes)

- *Administrative time in Infinite Campus*
- *Previous math testing results*
- *Previous math testing samples*
- *Work sessions with math teachers to determine areas of student need, what content resources can address those needs, and a plan/timeline for implementation.*

Challenges to Tackle:

- *Time necessary for staff to create systematic content to be used during additional math classes. Time during the fall semester to prepare for the additional courses in the spring.*
- *Fitting students in need of intervention and remediation into open classes. As a small school, scheduling is difficult because the options are limited. Administration will evaluate the schedule and staff available so that intervention and remediation students are placed in small targeted classes.*

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: Middle School 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: Middle 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: Middle 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: Middle 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: Middle 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 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>Post pandemic shipping delays decreased the amount of time our mentors had to adequately train new staff members on curriculum. There were also some last minute staffing changes which meant that some staff came in after the initial mentoring process had begun.</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</i>	



<i>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:
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Professional development - level 4</i>
Intended Outcomes: N/A
Action Steps:
Resources Needed:
Challenges to Tackle:



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



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: Our middle school students overall results increased from the 2021 to the 2022 school year as reported in the Nevada School Climate survey.</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	
<p>School Goal:<i>Increase the percent of middle school students who feel safe at school from 67% to a 82% as measured by the NV-SCSEL survey. Increase the percent of high school students who feel safe at school from 68% to a 82% as measured by the NV-SCSEL survey.</i></p>	<p>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></p>
<p>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></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Creating a positive school climate and culture - level 3</i></p>	
<p>Intended Outcomes: <i>Students and their families will feel a greater connection to the school.</i></p>	

**Action Steps:**

- *Students scheduled in daily Social Emotional Learning classes*
- *Develop Lessons for Social Emotional Learning classes - 7 Mindsets*
- *Professional Development with teachers for Social Emotional Learning expectations*
- *Hold and review actual Social Emotional Learning classes*
- *Administration and social worker will schedule sessions with each SEL class.*
- *Administration observation of, and participation in, Social Emotional Learning classes.*
- *Staff will review areas in need of improvement and meet with students to determine their SEL needs.*

Resources Needed:

- *Social Emotional Learning curriculum - 7 Mindsets*
- *Counselors*
- *Teachers*
- *Training for teachers*

Challenges to Tackle:

- *Scheduling Social Emotional Learning classes in the small school environment. Administration will carve out 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 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*



- *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:

- *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. 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.

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
<i>Title III Funding</i>	\$1,500.00	Staffing and Instructional Supplies	ELL student language improvement