



Clark County School District
Blue Diamond ES
2021-2022 School Performance Plan:
A Roadmap to Success

Blue Diamond 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 Debra Stancliff 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											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	30	0%	3.3%	10%	3.3%	66.7%	0%	16.7%	10%	0%	100%
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										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	70%	76.5	75	70%	75%	82%	NA	NA	NA
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	59%	57%	40%	41%	33%	53%	NA	NA	NA
	District	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	NA	NA
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

*Source: nevadareportcard.nv.gov

**Source: NDE Data File



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	443	439	451
District*	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
Christine Vasquez	Principal(s) (required)
Jill Snyder	Other School Leader(s)/Administrator(s) (required)
Carolyn Zirkle	Kindergarten Teacher (required)
Joy Hirano	First Grade Teacher
Jaqueline Palmer	Second Grade Teacher
Stacie Oswald	Third Grade Teacher
Nicholas Perterson	Fourth Grade Teacher
Wendy Koch	Fifth Grade Teacher
Danielle Petrin	Specialist-Librarian
Allison Goodwill	Literacy Specialist
Debra Stancliff	Literacy Specialist



Kirsten Vollman	Paraprofessional(s) <i>(required)</i>
Thomas Suebert	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>



School Community Outreach

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

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
PTO meeting	9/3/21 2:15	10	<i>Parents are happy with the school. They feel as though their children are safe and making academic progress</i>
Parent Pick Up	10/12/21	28	<i>Families felt that distance learning was a hindrance to academic progress</i>
Community Service Fund Raiser Celebration	12/15/21	42	<i>The 4th and 5th grade students raised funds to be donated to a local animal shelter as a service learning project.</i>
PTO Meeting	02/04/22	8	<i>Discussed Title I funds, Valentine's Day activity, and Running Club</i>
PJs for DJs Donations	02/04/22	15	<i>The school community donated pajamas to the local DJs for Pjs organization.</i>



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	MAP, SBAC, Walkthrough Data	Panorama Survey, Behavioral Referrals	NA
Problem Statement	School Math proficiency has decreased from 70% in 2018 to 64% in 2020.		
Critical Root Causes	Teachers inconsistently provided differentiated Tier 1 instruction, rigor of activities is not aligned to the rigor of SBAC		

Part B

Student Success	
School Goal: Increase math proficiency from 64% to 67% as measure by 21-22 SBAC	Aligned to Nevada's STIP Goal: Goal 3
Improvement Strategy: Increase consistency in providing differentiated tier 1 instruction	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): enVision 2020 3-Promising	
Intended Outcomes: Teachers will provide rigorous math instruction to increase math proficiency from 64% to 67% as measure by 21-22 SBAC	



Action Steps: <ul style="list-style-type: none">● <i>Professional Development</i>● <i>teacher support</i>● <i>class walkthroughs</i>● <i>PLC time</i>
Resources Needed: <ul style="list-style-type: none">● <i>Sample SBAC questions</i>● <i>enVision 2020 math program</i>● <i>Math Rigor alignment document</i>● <i>iReady computer based learning program</i>
Challenges to Tackle: <ul style="list-style-type: none">● <i>Providing time to teachers</i>
Improvement Strategy: <i>Implement a fact fluency mastery program</i>
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>4 Demonstrates a Rationale</i>
Intended Outcomes: <i>60% of students will demonstrate grade level appropriate math fact mastery</i>
Action Steps: <ul style="list-style-type: none">● <i>Develop school-wide incentives for fact mastery</i>● <i>Provide possible resources for teachers</i>● <i>Develop ways to measure fact fluency</i>● <i>Provide teachers guidelines and expectations</i>● <i>Provide staff development for iReady</i>
Resources Needed: <ul style="list-style-type: none">● <i>Various fact fluency programs/websites</i>● <i>Staff to support the implementation of programs (fact mastery, iReady)</i>
Challenges to Tackle: <ul style="list-style-type: none">● <i>Identifying appropriate resources</i>● <i>Time during the instruction day for teachers to implement</i>
Equity Supports. What, specifically, will we do to support the following student groups around this goal?



English Learners: *During PLC meetings, analyze data from this student group and identify supports to use during instruction, Implement a Reading Center in each classroom to develop language acquisition with literacy through daily practice of phonics, fluency, vocabulary, reading comprehension, and language development, increased frequency of data reviews*

Foster/Homeless: *Provide opportunities for after-school tutoring and/or Saturday study camps, increased frequency of data reviews*

Free and Reduced Lunch: *FACES, Support in math vocabulary, Provide opportunities for after-school tutoring and/or Saturday study camps, Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at risk, Employ educational personnel who provide services for at-risk students, increased frequency of data reviews*

Migrant: NA

Racial/Ethnic Minorities: *FACES, increased frequency of data reviews*

Students with IEPs: *support inclusive math instruction to expose students to grade level standards, increased frequency of data reviews*

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>86% of teachers surveyed state that they use common formative assessments 93% of teachers surveyed state that they feel the tasks assigned match the rigor of the assessments</i>	<i>93% of teachers are confident in their knowledge of providing differentiated instruction</i>	<i>57% of teachers surveyed stated that they do not have enough time for PLC's.</i>
Problem Statement	<i>Proficiency scores are consistently decreasing in Math and ELA.</i>		
Critical Root Causes	<i>Teachers have inconsistently planned for and provided differentiated tier 1 instruction, new teachers to join the staff, limited planning time, staff absences</i>		



Part B

Adult Learning Culture	
<p>School Goal: <i>Increase the percentage of teachers utilizing the data from formative assessments to drive their targeted instruction through staff surveys in the winter and spring of the 21-22 school year.</i></p> <p><i>100% of teachers surveyed will state that they use common formative assessments as noted on staff survey.</i></p>	<p>STIP Connection: <i>Goal 2</i></p>
<p>Improvement Strategy: <i>Teachers will attend weekly PLC meetings to create common formative assessments to support each standard. Teachers will use formative assessments available within the iReady platform to make instructional decisions.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Analyze data in PLCs - level 2</i></p>	
<p>Intended Outcomes: <i>Formative assessments that support each standard will allow teachers to monitor student achievement toward mastery</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Administration attending weekly PLC meetings</i> ● <i>PLC template</i> ● <i>Teacher created formative assessments</i> ● <i>Review of long range plans</i> ● <i>Provide staff development on iReady assessments and reports</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>Current Data</i> ● <i>PLC template</i> ● <i>Staff development</i> ● <i>Staff to support at-risk students</i> 	
<ul style="list-style-type: none"> ● Challenges to Tackle: ● <i>Time for meetings, staff development, and collaboration</i> 	
<p>Improvement Strategy: <i>Teachers will analyze current instructional data to support student mastery of the standard.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Analyze data in PLCs - level 2</i></p>	



Intended Outcomes: *Teachers will use current instructional data to support student learning and drive instructional practices.*

Action Steps:

- *Plan for staff development trainings*
- *Review of progress monitoring data*
- *Structured PLC meetings*
- *Implementation of effective instructional strategies*

● **Resources Needed:**

- *Research-based intervention and enrichment materials*

Challenges to Tackle:

- *Time*
- *Lack of school-wide reading program - align instruction to standards*

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

English Learners: During PLC meetings, analyze data from this student group and identify supports to use during instruction, Implement a Reading Center in each classroom to develop language acquisition with literacy through daily practice of phonics, fluency, vocabulary, reading comprehension, and language development, increased frequency of data reviews

Foster/Homeless: During PLC meetings, analyze data from this student group and identify supports to use during instruction.

Free and Reduced Lunch: During PLC meetings, analyze data from this student group and identify supports to use during instruction, Provide opportunities for after-school tutoring and/or Saturday study camps, Employ educational personnel who provide services for at-risk students, provide literacy and science resources for at risk students to develop language acquisition and science skills

Migrant: N/A

Racial/Ethnic Minorities: During PLC meetings, analyze data from this student group and identify supports to use during instruction.

Students with IEPs: During PLC meetings, analyze data from this student group and identify supports to use during instruction. Resource teacher to attend PLC meetings.





Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed		<i>Staff survey, Committee review, Staff attendance and retention report</i>	
Problem Statement	<i>Low Staff Attendance</i>		
Critical Root Causes	<i>Lack of subs cause teachers to lose prep time, higher demands due to procedural changes</i>		

Part B

Connectedness	
School Goal: <i>Decrease staff absences to one weekly.</i>	STIP Connection: <i>Goal 6</i>
Improvement Strategy: <i>Develop school wide incentives for excellent attendance</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>4-Demonstrates a Rationale</i>	
Intended Outcomes: <i>Increase staff attendance</i>	
Action Steps: <ul style="list-style-type: none"> • <i>Create an incentive program</i> • <i>Determine and purchase incentives that staff would respond to</i> 	
Resources Needed: <ul style="list-style-type: none"> • <i>Money to purchase Incentives for staff</i> • <i>Time to create program</i> 	
Challenges to Tackle:	



- *COVID related absences are unavoidable*

Improvement Strategy: Planned schoolwide staff events to boost morale

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

Intended Outcomes: *Boost staff morale in order to increase staff attendance*

Action Steps:

- *Social committee to plan monthly school wide events (holiday, staff birthdays, etc.)*

Resources Needed:

- *Money for event supplies*
- *Time for the social committee to meet and plan*

Challenges to Tackle:

- *COVID restrictions*

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

English Learners: *higher staff attendance will provide more consistent instruction for this group*

Foster/Homeless: *higher staff attendance will provide more consistent instruction for this group*

Free and Reduced Lunch: *higher staff attendance will provide more consistent instruction for this group*

Migrant: NA

Racial/Ethnic Minorities: *higher staff attendance will provide more consistent instruction for this group*

Students with IEPs: *higher staff attendance will provide more consistent instruction for this group*



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)
Strategic Budget	\$876,284	Personnel, supplies, enVision math program, instructional materials	1,2,3
Weighted Funds/At Risk/English Learners	\$9672.64	Extra Duty pay for licenced staff/ Support staff funding	1,2
RBG3	\$94,938.48	Purchase Strategist	1,2
Title I	\$5670	iReady, Scholastic News, Studies Weekly, StoryWorks, Mystery Science License, Mystery Science Supplies, Colored paper for family flyers/newsletters/notifications	1,2
Title III	\$1500	Culturally diverse books	2
ESSER	\$6230	Support staff funding	1,2