Clark County School District

Blue Diamond Elementary

School Performance Plan: A Roadmap to Success

Blue Diamond Elementary 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.

Principal: Christine Vasquez
School Website:https://www.bluediamondes.com
Email: vasqucm@nv.ccsd.net
Phone: 702-875-4226
School Designations: ☑ **Title I**   ☐ **CSI**   ☐ **TSI**   ☐ **TSI/ATSI**

Our SPP was last updated on October 14, 2022.

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/blue_diamond_elementary_school/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
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 GradeTeacher**
Stacie Oswald	**Third GradeTeacher**
Nicholas Perterson	**Fourth GradeTeacher**
Wendy Koch	**Fifth GradeTeacher**
Danielle Petrin	**Specialist-Librarian**
Sabrina Davis	**Literacy Specialist**
Debra Stancliff	**Literacy Specialist**

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

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
PTO Meeting	8/19/22	● We had about 30% of families represented. PTO meetings have a good turnout and work well for presenting information to families.
SOT Meeting	8/23/22	● Student Enrollment and Staff Numbers
SOT Meeting	9/8/2022	● Budget Discussion and SOT Elections
SOT Meeting	9/27/2022	● Final Budget

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	According to SBAC, 100% of students are proficient in Math and 92% are proficient in Reading. According to the Fall 2022 MAP data results 33% of students in grades K-5 are below the 60th percentile in Math and 42% in Reading.	*Fall Panorama survey results show that students in grades 3-5: 51% of the students feel like they are able to regulate their emotions.*	*Walkthroughs, formal and informal classroom observations have shown inconsistency in differentiated instruction, scaffolding and rigorous tasks that are aligned to NVAC's.*
	Areas of Strength: Master schedule that protects Tier 1 instructional time for all students.		
	Areas for Growth: Consistently providing differentiated instruction and scaffolding tasks.		
Problem Statement	*As the rigor and demands of the NVACS increase throughout the grade levels, a strong focus on providing quality Tier 1 instruction will be needed.*		
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 reading proficiency from 92% to 100% as measured by 23 SBAC, and maintain math proficiency at 100%.*	**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 reading instruction to Increase reading proficiency from 92% to 100% as measured by 22-23 SBAC and maintain math proficiency at 100%.*
Action Steps: ● *Professional Development*   ● *teacher support*   ● *class walkthroughs*   ● *PLC time*
Resources Needed: ● *Sample SBAC questions*   ● *enVision 2020 math program*   ● *Math Rigor alignment document*   ● *iReady computer based learning program*
Challenges to Tackle: ● *Providing time to teachers*
Improvement Strategy: *Implement a fact fluency mastery program*   **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 4 Demonstrates a Rationale*
Intended Outcomes: *60% of students will demonstrate grade level appropriate math fact mastery*
Action Steps: ● *Develop school-wide incentives for fact mastery*   ● *Provide possible resources for teachers*   ● *Develop ways to measure fact fluency*   ● *Provide teachers guidelines and expectations*   ● *Provide staff development for iReady*
Resources Needed: ● *Various fact fluency programs/websites*

- *XtraMath license*
- *Staff to support the implementation of programs (fact mastery, iReady)*

Challenges to Tackle:
- *Identifying appropriate resources*
- *Time during the instruction day for teachers to implement*

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: s*upport 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	*100% of teachers surveyed state that they use common formative assessments* *100% of teachers surveyed state that they feel the tasks assigned match the rigor of the assessments*	*100% of teachers are confident in their knowledge of providing differentiated instruction*	*50% of teachers surveyed stated that they do not have enough time for PLC's.*
	Areas of Strength: Student exposure to fiction text during Tier 1 Instruction.		
	Areas for Growth: Student exposure and assessment of Literary/Information Text.		
Problem Statement	*As the rigor and demands of the NVACS increase throughout the grade levels, a strong focus on providing quality Tier 1 instruction will be needed. Although SBAC ELA scores increased, we did not have 100% Proficiency. ELA proficiency was 92%.*		
Critical Root Causes	*Teachers have inconsistently planned for and provided differentiated tier 1 instruction, new teachers to join the staff, limited planning time, staff absences*		

Part B

Adult Learning Culture	
School Goal: *Maintain 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 22-23 school year.* *100% of teachers surveyed will state that they use common formative assessments as noted on staff survey.*	**STIP Connection:** *Goal 2*

Improvement Strategy: *Teachers will attend weekly PLC meetings to create common formative assessments to support each standard. Teachers Teachers will use formative assessments available within the iReady platform to make instructional decisions.* **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Analyze data in PLCs - level 2*
Intended Outcomes: *Formative assessments that support each standard will allow teachers to monitor student achievement toward mastery*

Action Steps:
   ● *Administration attending weekly PLC meetings*
   ● *PLC template*
   ● *Teacher created formative assessments*
   ● *Review of long range plans*
   ● *Provide staff development on iReady assessments and reports*

Resources Needed:
   ● *Current Data*
   ● *PLC template*
   ● *Staff development*
   ● *Staff to support at-risk students*

● **Challenges to Tackle:**   ● *Time for meetings, staff development, and collaboration*
IImprovement Strategy: *Teachers will analyze current instructional data to support student mastery of the standard.* **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Analyze data in PLCs - level 2*
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

	Student	Staff	Family & Community Engagement
Connectedness			
Data Reviewed	*Panorama Survey*	*Staff survey, Committee review, Staff attendance and retention report*	*Title I family meetings and sign-in sheets*
	Areas of Strength: Staff like the school and feel it is a safe place for students to get a good education.		
	Areas for Growth: Staff feel that the School District should be more transparent and open about how it operates.		
Problem Statement	*Low Staff Attendance*		
Critical Root Causes	*Lack of subs cause teachers to lose prep time, higher demands due to procedural changes*		

Part B

Connectedness	
School Goal: *Decrease staff absences to one weekly.*	**STIP Connection:** *Goal 6*
Improvement Strategy: *Develop school wide incentives for excellent attendance* **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 4-Demonstrates a Rationale*	
Intended Outcomes: *Increase staff attendance*	
Action Steps: ● *Create an incentive program* ● *Determine and purchase incentives that staff would respond to*	
Resources Needed:	

- *Money to purchase Incentives for staff*
- *Time to create program*

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	$1,010,248	Personnel, supplies, instructional materials	1,2,3
Weighted Funds/At Risk/English Learners	$1009	Extra Duty pay for licenced staff/ Support staff funding	1,2
RBG3	$94,970	Purchase Strategist	1,2
Title I	$6120	iReady, Scholastic News, Studies Weekly, StoryWorks, Mystery Science License, Mystery Science Supplies, Colored paper for family flyers/newsletters/notifications	1,2
Title III	$1500	Staff Book Study	2
ESSER	$6230	Support staff funding	1,2