



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.

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



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> |
| <i>*Add rows as needed</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> |
| <i>*Add rows as needed</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> |
| 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> |
| Resources Needed: <ul style="list-style-type: none">● <i>Various fact fluency programs/websites</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? |
| <i>English Learners: Support in math vocabulary, after school tutoring, increased frequency of data reviews</i> |



Foster/Homeless: *Tutoring, increased frequency of data reviews*

Free and Reduced Lunch: *FACES, Support in math vocabulary, after school tutoring, 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 | |
|--|---------------------------------------|
| School Goal: <i>Increase the percentage of teachers utilizing the data from</i> | STIP Connection: <i>Goal 2</i> |



| | |
|--|--|
| <p><i>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>Improvement Strategy: <i>Teachers will attend weekly PLC meetings to create common formative assessments to support each 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> | |
| <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> | |
| <p>Resources Needed:</p> <ul style="list-style-type: none">● <i>Current Data</i>● <i>PLC template</i> | |
| <p>● Challenges to Tackle:</p> <ul style="list-style-type: none">● <i>Time for meetings 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> | |
| <p>Intended Outcomes: <i>Teachers will use current instructional data to support student learning and drive instructional practices.</i></p> | |
| <p>Action Steps:</p> <ul style="list-style-type: none">● <i>Plan for staff development trainings</i>● <i>Review of progress monitoring data</i>● <i>Structured PLC meetings</i>● <i>Implementation of effective instructional strategies</i> | |



- **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.*

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.*

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 | \$274,991.13 | Personnel, supplies, enVision math program, instructional materials | 1,2,3 |
| Weighted Funds | \$6,672 | Support staff funding | 1,2 |
| RBG3 | \$91, 267 | Purchase Strategist | 1,2 |
| | | | |