



## 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.*

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**Phone:** 702-875-4226

**School Designations:**  Title I     MRI     CSI     TSI     ATSI

*Our SPP was last updated on January 24, 2024.*





## 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/2023/nspf](http://nevadareportcard.nv.gov/DI/nv/clark/blue_diamond_elementary_school/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
Christine Vasquez	<b>Principal(s)</b> <i>(required)</i>
Danielle Jordan	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Christina Babitz, Jaqueline Palmer, Gabe Lara	<b>Teachers</b> <i>(required)</i>
Maribel Romero	<b>Guidance Counselor</b>
Danielle Petrin	<b>Specialist-Librarian</b>
Sabrina Davis	<b>Literacy Specialist</b>
Nina Johnson	<b>Literacy Specialist</b>
Debra Stancliff	<b>Literacy Specialist</b>
Kirsten Vollman	<b>Paraprofessional(s)</b> <i>(required)</i>
Thomas Suebert	<b>Parent(s)</b> <i>(required)</i>
Carolyn Zirkel	<b>Parent(s)</b> <i>(required)</i>



## 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
SOT Meeting	05/16/2023	<ul style="list-style-type: none"><li>● SOT members agree with the plan.</li></ul>
SOT Meeting	09/11/2023	<ul style="list-style-type: none"><li>● SOT Members agree with the plan.</li></ul>
SOT Meeting	01/16/2024	<ul style="list-style-type: none"><li>● SOT Members agree with the plan.</li></ul>
Staff Meeting	01/29/2024	<ul style="list-style-type: none"><li>● Staff meeting to share updates.</li></ul>



# 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
<b>Data Reviewed</b>	According to Spring 2023 MAP scores, 79% of students are proficient in Math and 82% are proficient in Reading.	Fall Panorama survey results show that students in grades 3-5: 57% 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.
	<i>Areas of Strength: Master schedule that protects Tier 1 instructional time for all students.</i>		
	<i>Areas for Growth: Consistently providing differentiated instruction and scaffolding tasks. The Native Hawaiian and African American student group data does not align with overall data in reading and math. Both subgroups showed 0% growth from fall to spring 2022-2023 according to MAP data. This does not align with the typical school growth data.</i>		
<b>Problem Statement</b>	<i>Based on classroom observations, small group, differentiated instruction is not happening on a consistent basis.</i>		
<b>Critical Root Causes</b>	<i>Teachers inconsistently provided differentiated Tier 1 instruction because they are not using data to group students.</i>		



## Part B

Student Success	
<p><b>School Goal:</b> <i>Increase reading proficiency from 82% to 90% as measured by the spring MAP Assessment. Increase math proficiency from 79% to 90% as measured by the spring MAP Assessment by May 2024.</i></p>	<p><b>Aligned to Nevada’s STIP Goal:</b> <i>Goal 3</i></p>
<p><b>Improvement Strategy:</b> <i>Increase consistency in providing differentiated Tier 1 instruction in reading and math with appropriate scaffolds.</i></p> <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>EnVision 2020 3</i></p>	
<p><b>Intended Outcomes:</b> <i>Teachers will provide differentiated tier 1 instruction with scaffolded supports to Increase reading proficiency from 82% to 90% and math proficiency from 79% to 90% as measured by the spring 23-24 MAP Assessment.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <i>Admin and Strategists will provide targeted professional development for all teachers on quality tier 1 instruction, including grouping strategies and developing appropriate scaffolds, and effective PLC meetings focused on analyzing data, grouping students, and developing scaffolded supports.</i></li> <li>● <i>Admin will complete class walkthroughs to verify that differentiated tier 1 instruction is evident in every classroom throughout the school year.</i></li> <li>● <i>The learning strategist will collaborate during weekly PLCs using the MAP Learning Continuum and common classroom assessment data to design instruction targeted to students’ needs and match the rigor of the SBAC assessment.</i></li> </ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>● <i>enVision 2.0 Curriculum (District Provided)</i></li> <li>● <i>Data from MAP growth assessments, summative assessments, and other schoolwide formative assessments (Provided by AARSI)</i></li> <li>● <i>Reading program - HMH into Reading (District Provided)</i></li> </ul>	
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"> <li>● <i>Providing time for teachers to learn the new reading program; admin will reduce morning meetings to give staff time to learn new reading program and materials</i></li> </ul>	
<p><b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b></p>	
<p>English Learners: <i>N/A</i></p> <p>Foster/Homeless: <i>N/A</i></p>	



Free and Reduced Lunch: *Support in math vocabulary, Provide opportunities for after-school tutoring 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 in order to respond to student needs.*

Migrant: NA

Racial/Ethnic Minorities: *increased frequency of data reviews in order to respond to student needs.*

Students with IEPs: N/A



## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	<p>Jan 2023 100% of teachers surveyed state that they use common formative assessments</p> <p>Jan 2023 100% of teachers surveyed state that they feel the tasks assigned match the rigor of the assessments</p>	<p>Jan 2023 100% of teachers are confident in their knowledge of providing differentiated instruction</p>	<p>Jan 2023 50% of teachers surveyed stated that they do not have enough time for PLC's.</p>
	<p><i>Areas of Strength: Student exposure to vocabulary and word study during Tier 1 Instruction.</i></p>		
	<p><i>Areas for Growth: Student exposure and assessment of vocabulary. Data shows that students in 2nd and 3rd grades demonstrated a need in their proficiency in vocabulary. Fifty percent of second graders were proficient in vocabulary on the spring MAP assessment. Twenty percent of third grade students scored below the 21st percentile on the spring MAP assessment.</i></p>		
<b>Problem Statement</b>	<p><i>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 MAP ELA scores increased, we did not have 100% Proficiency. ELA proficiency was 82%.</i></p>		
<b>Critical Root Causes</b>	<p><i>Teachers have inconsistently planned for and provided differentiated tier 1 instruction, limited planning time, staff absences</i></p>		

### Part B

Adult Learning Culture	
<p><b>School Goal:</b> <i>Maintain the percentage of teachers <b>utilizing the data from formative assessments to drive their targeted instruction</b> through staff surveys in the winter and spring of the 23-24 school year.</i></p>	<p><b>STIP Connection:</b> <i>Goal 2</i></p>





<p><i>By the end of the school year, 100% of PLC meetings will follow a consistent structured PLC aligned with the Teaching and Learning Cycle and walkthrough observation data will show that in 80% of observations, tasks and instruction will be fully aligned with the standards.</i></p>	
<p><b>Improvement Strategy:</b> <i>Teachers attend weekly PLC meetings to consistently engage in PLC's to align instruction/tasks to standards while following CCSD Teaching and Learning Cycle.</i></p> <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Analyze data in PLCs - level 2</i></p>	
<p><b>Intended Outcomes:</b> <i>If teachers create and use common formative assessments for each standard, they will be able to provide consistent expectations of student achievement toward mastery of standards across the entire grade level. This will ensure that all students have the same success criteria which will lead to increasing student proficiency from 82% in reading to 100% and from 79% in math to 100% by May 2024 on the spring MAP assessments.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>• <i>Administration or strategists will attending weekly PLC meetings all year to support teachers</i></li><li>• <i>Follow the components of the PLC guidance documents provided by CCSD</i></li><li>• <i>Teachers will continue to use the PLC template to document each PLC meeting throughout the school year.</i></li><li>• <i>Teachers will continue to create and use formative assessments for each standard throughout the school year.</i></li><li>• <i>Teachers will review long range plans periodically throughout the school year to be sure they are able to teach all standards</i></li><li>• <i>Admin and Strategists will provide staff development on HMH reading program and Exact Pass on staff development</i></li></ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"><li>• <i>Current Data of teachers using common formative assessments (staff surveys)</i></li></ul>	
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"><li>• <i>Time for meetings, staff development, and collaboration; weekly PLC time</i></li></ul>	
<p><b>Improvement Strategy:</b> <i>Teachers will analyze current instructional data from common formative assessments to monitor student mastery of the standards.</i></p> <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Analyze data in PLCs - level 2</i></p>	
<p><b>Intended Outcomes:</b> <i>If teachers utilize common formative assessments that support each standard, they will be able to monitor student achievement toward mastery of standards. They will be able to adjust instruction and/or groupings in a timely manner to increase student proficiency from 82% in reading to 90% and from 79% in math to 90% by May 2024 on the spring MAP assessments.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>• <i>Teachers will review data from common assessments within 3 school days after assessment is given.</i></li></ul>	



- *Teachers will provide reteaching opportunities for students that did not master standards. Teachers will then reassess the students' mastery of the standard. All reassessments should be completed before the last 2 weeks of school.*

- **Resources Needed:**
- *Research-based intervention materials for math and reading (District provided programs)*
- *Multiple assessment measures for each standard; Create during PLC time*

**Challenges to Tackle:**

- *Time to analyze data; PLC Meetings.*

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

English Learners:

Foster/Homeless: .

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:

Students with IEPs:



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	<i>Panorama Survey</i>	<i>Staff survey, Committee review, Staff attendance and retention report</i>	<i>Title I family meetings and sign-in sheets</i>
	<i>Areas of Strength: Staff like the school and feel it is a safe place for students to get a good education.</i>		
	<i>Areas for Growth: Increase student attendance and decrease tardiness from 22.2% chronically absent to 20% to increase students' exposure to rigorous high quality instruction</i>		
<b>Problem Statement</b>	<i>Low student attendance</i>		
<b>Critical Root Causes</b>	<i>Chronic absenteeism for the 22-23 school year is 22.2%.</i>		

### Part B

Connectedness	
<b>School Goal:</b> <i>Decrease chronic absenteeism from 22% to 15% as measured by FocusED.</i>	<b>STIP Connection:</b> <i>Goal 6</i>
<b>Improvement Strategy:</b> <i>Utilize school wide incentives to decrease the amount of student absences. This will allow students to have access to quality educational experiences on a consistent basis.</i>	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>4-Demonstrates a Rationale</i>	
<b>Intended Outcomes:</b> <i>Increase daily student attendance to decrease chronic absenteeism</i>	
<b>Action Steps:</b>	
<ul style="list-style-type: none"> <li><i>Admin will create a year-long incentive program to encourage students to attend school daily.</i></li> </ul>	



- *Admin will determine and purchase incentives that would motivate students*
- *Check in/check out system*
- *Develop attendance plan for families/teachers*
- *Ensuring consistent implementation of attendance plan*
- *Attendance contract with parents included home visits/truancy officer*

**Resources Needed:**

- *Incentives that will motivate students; SGF*

**Challenges to Tackle:**

- *Illness related absences are unavoidable and will not be decreased through incentives.*

**Improvement Strategy:** *Admin will plan schoolwide student events*

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

**Intended Outcomes:** *The events will motivate students in order to decrease student absences to less than 10% of the accrued school days in the school year.*

**Action Steps:**

- *Ensure the teachers implement the school attendance policy consistently.*
- *Educate families on the importance of bringing their students to school and on time.*
- *Develop check in/out system*
- *Create and use attendance contracts*

**Resources Needed:**

- *Money for event/incentive supplies; SGF*

**Challenges to Tackle:**

- *Illness related absences cannot be avoided.*
- *We depend on families to bring their students to school and on time.*

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

English Learners:



Foster/Homeless:

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

Migrant: NA

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

Students with IEPs:

## 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	\$1,010,248.00	Personnel, supplies, instructional materials	1,2,3
Weighted Funds/At Risk/English Learners	\$1009.00	Extra Duty pay for licenced staff/ Support staff funding	1,2
RBG3	\$94,970.00	Purchase RBG3 Strategist	1,2
Title III	\$1500.00	Staff Book Study	2
ESSER	\$6230.00	Staff funding	1,2