



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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School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on November 20, 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/2024/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
Christine Vasquez	Principal(s) <i>(required)</i>
Danielle Jordan	Other School Leader(s)/Administrator(s) <i>(required)</i>
Christina Babicz, Yaneka Forbes-Ellis, Joy Hirano, Nicholas Peterson, Brittany Nguyen	Teachers <i>(required)</i>
Maribel Romero	Guidance Counselor
Adam Turney	Specialist-Librarian
Barbi Stokey	Literacy Specialist
Nina Johnson	Learning Strategist
Debra Stancliff	Literacy Specialist
Roseann Kilpper	Paraprofessional(s) <i>(required)</i>
Laura Felt	Parent(s) <i>(required)</i>
	Parent(s) <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	05/14/2024	<ul style="list-style-type: none">● SOT members agree with the plan.
SOT Meeting	08/20/2024	<ul style="list-style-type: none">● SOT Meeting
		<ul style="list-style-type: none">●
		<ul style="list-style-type: none">●



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 Spring 2024 MAP scores, 89% of students are proficient in Math and 70% are proficient in Reading.	Spring Panorama survey results show that students in grades 3-5: 64% 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.</i>		
Problem Statement	Based on classroom observations, small group, differentiated instruction is not happening on a consistent basis.		
Critical Root Causes	Teachers inconsistently provided differentiated Tier 1 instruction because they are not using data to group students.		



Part B

Student Success	
<p>School Goal: <i>Increase reading proficiency from 70% to 80% as measured by the spring MAP Assessment. Increase math proficiency from 89% to 93% as measured by the spring MAP Assessment by May 2025.</i></p>	<p>Aligned to Nevada’s STIP Goal: <i>Goal 3: All students experience continued academic growth.</i></p>
<p>Improvement Strategy: <i>Increase consistency in providing differentiated Tier 1 instruction in reading and math with appropriate scaffolds.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>EnVision 2020 - level 3 & HMH Into Reading - level 4</i></p>	
<p>Intended Outcomes: <i>Teachers will provide differentiated tier 1 instruction with scaffolded supports to Increase reading proficiency from 70% to 80% and math proficiency from 89% to 93% as measured by the spring 24-25 MAP Assessment.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <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> ● <i>Admin will complete class walkthroughs to verify that differentiated tier 1 instruction is evident in every classroom throughout the school year.</i> ● <i>The learning strategist will collaborate during weekly PLCs using the SuccessCriteria/Learning Intentions with the PLC Look For tool and common classroom assessment data to design instruction targeted to students’ needs and match the rigor of the SBAC assessment.</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>enVision 2.0 Curriculum (District Provided)</i> ● <i>Data from MAP growth assessments, summative assessments, and other schoolwide formative assessments (Provided by AARSI)</i> ● <i>Reading program - HMH into Reading (District Provided)</i> 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● <i>Protecting weekly PLC time and adequately providing training and supports to all staff</i> 	
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>	
<p>English Learners: <i>N/A</i></p> <p>Foster/Homeless: <i>N/A</i></p>	



Free and Reduced Lunch: *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: *Special education teachers will consistently implement IEPs and support inclusive instruction to expose students to grade level curriculum, increase frequency of data review. Weighted Funds: employ paraprofessionals and other persons who provide services for at-risk students.*



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>Teacher survey; MAP Growth assessments, targeted NEPF indicators; self-reflective post-observations</i>	<i>Teacher survey; observation conference notes</i>	<i>Teacher survey; lesson plans, classroom observations and revised post-conference action steps</i>
	<i>Areas of Strength: Utilizing newly adopted curriculum for Tier 1 Instruction with all students.</i>		
	<i>Areas for Growth: Purposely planning during PLCs to ensure students have consistent opportunities for vocabulary instruction and aligned assessments. 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>		
Problem Statement	<i>As the rigor and demands of the NVACS increase throughout the grade levels, a strong focus on providing quality Tier 1 differentiated instruction is needed. MAP ELA scores decreased 12% from Fall 2023 to Spring 2024.</i>		
Critical Root Causes	<i>Teachers have inconsistently planned for and provided differentiated Tier 1 instruction, limited planning time, staff absences</i>		

Part B

Adult Learning Culture	
<p>School Goal: <i>By May 2025, 100% of teachers will participate in professional learning focused on effective PLCs targeted at the analyze component of the teaching and learning cycle as measured by professional development day agendas and sign-ins and PLC agendas and data collection tool(s).</i></p>	<p>STIP Connection: <i>Goal 2: All students have access to effective educators.</i></p>
<p>Improvement Strategy: <i>PLC meetings will follow a consistent structured PLC aligned with the Teaching and Learning Cycle. During weekly PLC meetings, teachers will unwrap standards, align rigorous tasks, analyze formative and summative data that drives differentiated instructional practices. Admin and strategist(s) will review evidence from walkthrough and classroom observation data to continuously plan for targeted</i></p>	



professional learning.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Analyze data in PLCs - level 3*

Intended Outcomes: *Every educator will develop their teacher self-efficacy through professional learning opportunities targeting PLCs and the analyze process in the teaching and learning cycle in order to maximize student achievement.*

Action Steps:

- *Administration and/or strategists will attending weekly PLC meetings all year to support teachers*
- *Follow the components of the PLC guidance documents provided by CCSD*
- *Teachers will continue to use the PLC template to document each PLC meeting throughout the school year.*
- *Teachers will continue to create and use formative assessments for each standard throughout the school year.*
- *Admin and strategists will plan for and deliver targeted professional learning*
- *Admin will collect and analyze classroom walkthrough data*
- *Teachers document planning and analysis notes during PLCs*
- *Follow the components of the PLC guidance documents provided by CCSD*

Resources Needed:

- *Presenters for professional learning sessions*
- *PLC observation tools*
- *Teacher PLC agendas & notes*
- *Classroom observation data*

Challenges to Tackle:

- *Time for meetings, staff development, and collaboration; weekly PLC time*

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

English Learners: N/A

Foster/Homeless: N/A

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.

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. Weighted Funds employ paraprofessionals and other persons who provide services for at-risk students.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Panorama Survey</i>	<i>2023-2024 CCSD School Climate Survey, Staff attendance and retention report</i>	<i>2023-2024 CCSD School Climate Survey</i>
	<i>Areas of Strength: Staff report that the school is a safe and welcoming environment.</i>		
	<i>Areas for Growth: Increase student attendance from 31% chronically absent to 20% to increase students' exposure to rigorous, high-quality instruction.</i>		
Problem Statement	<i>Low student attendance. Chronic absenteeism for the 2023- 2024 school year is 31%.</i>		
Critical Root Causes	<i>Systems and structures were not consistent in order to combat our ongoing issue of chronic absenteeism. Attendance incentives were not in place to improve student and parent awareness and motivation of the positives of consistent school attendance.</i>		

Part B

Connectedness	
School Goal: <i>Decrease chronic absenteeism from 31% to 27% as measured by FocusED.</i>	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>



Improvement Strategy: *Utilize school wide incentives and recognition for student attendance to decrease the amount of student absences. This will allow students to have access to quality educational experiences on a consistent basis.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *4-Demonstrates a Rationale Creating a positive school climate and culture - level 3*

Intended Outcomes: *Increase daily student attendance to decrease chronic absenteeism.*

Action Steps:

- *Admin will create a year-long incentive program to encourage students to attend school daily.*
- *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*
- *Utilize TPOP (Truancy Prevention Outreach Program)*

Resources Needed:

- *Incentives that will motivate students; SGF*

Challenges to Tackle:

- *Illness related absences are unavoidable and will not be decreased through incentives. Therefore, a challenge to tackle with student absenteeism is consistency in implementing the attendance plan by all staff members; Blue Diamond will develop an attendance team with designated roles for check-in/check-out staff and scheduled (on the master calendar) meetings with the attendance team to review attendance data and plan for any needed support(s) for teachers in their consistency of the plan, as well as any next steps needing to be taken by the counselor, registrar, strategist, and/or administration.*

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

English Learners: N/A

Foster/Homeless: N/A

Free and Reduced Lunch: Increased student attendance will provide more consistent instruction for this group. Weighted Funds employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.



Migrant: N/A

Racial/Ethnic Minorities: Increased student attendance will provide more consistent instruction for this group. Weighted Funds employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.

Students with IEPs: Increased student attendance will provide more consistent instruction for this group. Students with IEPs are included in our schoolwide Acceleration Block where they have access to daily small-group instruction. By providing incentives to decrease absences and following our school attendance plan, these students will have consistent access to targeted small group instruction, as well as consistent instruction during co-teaching opportunities being provided in the least restrictive environment.

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	\$1,128,176.00	Personnel, supplies, instructional materials	1,2,3
Weighted Funds/At Risk/English Learners	\$0	Extra Duty pay for licenced staff/ Support staff funding	1,2
RBG3	\$115,120.05	Purchase RBG3 Strategist	1,2