Clark County School District

# Kenneth Divich ES

## 2021-2022 School Performance Plan: A Roadmap to Success

*Kenneth Divich ES 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 Ron Kamman, principal, for more information.*

**Principal:** Ron Kamman
**School Website:** https://divichelementary.org/
**Email:** kammarw@nv.ccsd.net
**Phone:** 702-799-4585

**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 | 918 | 0.5% | 4.6% | 25.2% | 10.8% | 45.4% | 1.4% | 12.1% | 13.8% | 3.3% | 32.4% |
| 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 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Math | | | ELA | | | Science | ELPA | |
| Academic Year | School/ District | Proficiency | Growth (MGP) | Growth (AGP) | Proficiency | Growth (MGP) | Growth (AGP) | Proficiency | Proficiency | Growth (AGP) |
| 2018 | School | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | District | 36.1%* | 50* | 38* | 47.4%* | 51* | 50.6* | 28.9%* | 14.4%** | 48.5%* |
| 2019 | School | 56.1% | 57 | 51.4% | 68.5% | 61.5 | 71% | 36.6% | 37% | 64.7% |
| | 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 | 16.6% | 37.5% |
| | 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** | 424 | 403 | 410 |
| **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 |
|---|---|
| Ron Kamman | **Principal(s)** *(required)* |
| Jennifer Shank | **Other School Leader(s)/Administrator(s)** *(required)* |
| Barbara Bassett, Kendra Williams, Courtney Schoen, Sharlene Meyer, Tiffany Romero, Rosanna Graves, Jennifer Johnson, Rebecca Lawson, Rebecca Westover, Kristie Peterson, Neally Miller, Allison Cano, Amy Wood | **Teacher(s)** *(required)* |
| Wendy Holguin | **Paraprofessional(s)** *(required)* |
| Derek Schoen, Skyler Tuttle, Greg Lintz, Samantha Virdin-Smetana, and Timothy White | **Parent(s)** *(required)* |
| | **Student(s)** *(required for secondary schools)* |
| | **Tribes/Tribal Orgs** *(if present in community)* |
| | **Specialized Instructional Support Personnel** *(if appropriate)* |
| **Add rows as needed* | |

# 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 |
|---|---|---|---|
| SOT Meeting | August 24, 2021 4:00 PM | 5 | Introduced new SPP/CIP process |
| SOT Meeting | September 28, 2021 4:00 PM | 6 | Reviewed Data Sources |
| SOT Meeting | October 26, 2021 4:00 PM | 8 | Reviewed Final Plan prior to submission |
| Lead Team Meeting | October 27, 2021 3:45 PM | 13 | Reviewed Final Plan prior to submission |
| **Add rows as needed* | | | |

# 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 Growth Data - Mathematics* | *Panorama Data* | *Classroom Observations, Instructional Rounds* |
| **Problem Statement** | *Mathematics proficiency has trended above the district average in the past as measured by the state summative assessment, but as a staff we recognize the opportunity for greater gains.* | | |
| **Critical Root Causes** | *New Tier I math curriculum. Inconsistent review of MAP data reports to increase differentiated instruction and formation of flexible small groups.* | | |

### Part B

| Student Success | |
|---|---|
| **School Goal:** *Increase the percent of students scoring above the 60th percentile math from 47% (fall) to 50% (winter) to 53% (spring) by 2022 as measured by MAP Growth Assessment.* | **Aligned to Nevada's STIP Goal:** *All students experience continued academic growth - Success* |
| **Improvement Strategy:** *Tier I Math Curriculum and number talks will be implemented in all classrooms daily. Daily math spiral review is also required in each classroom and the grade levels will be using consistent spiral review problems. RTI and primary grades are also required to use Kathy Richardson Hiding Assessment to assess concepts with numbers.*<br>*The addition of a math instructional coach/strategist will narrow our focus on our lowest achieving math students. Daily interaction with small groups of students, direct supervision of the intervention groups run by our math CTT, and coaching for teachers on best math instructional* | |

*practices.*
*The addition of a math humanities special in order to provide further support for students. Students will have the opportunity to participate in additional number talks, work collaboratively with the teacher and their peers on identified deficit areas based on MAP Growth results, and additional small group time outside of their regular classroom setting.*

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

**Intended Outcomes:** *Based on the support from the classroom teacher, math instructional coach, CTT, and math humanities teacher, students will show at least a 3% increase in their MAP Growth score from Fall 2021 to Winter 2021 and again from Winter 2021 to Spring 2022.*

**Action Steps:**

- *Professional development will be provided regarding number talks, fraction number talks, Tier I math curriculum, SBAC Math Blueprints, SBAC Interim Assessments, MAP Accelerator, MAP data analysis and Using Standards to Backwards Plan for Rigor.*

**Resources Needed:**

- *Tier I math materials*
- *Sub release time for long range planning (4 times per year)*
- *Kathy Richardson materials*
- *Math Instructional Coach*
- *At Risk & EL Funding*

**Challenges to Tackle:**

- *Securing substitutes for planning days*
- *Time*

**Improvement Strategy:** *N/A*

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

**Intended Outcomes:** *N/A*

**Action Steps:**

- *N/A*

**Resources Needed:**

- *N/A*

| |
|---|
| **Challenges to Tackle:**<br>● *N/A* |
| **Equity Supports. What, specifically, will we do to support the following student groups around this goal?** |
| English Learners: *High quality Tier I instruction, Tier II small group instruction (classroom), Tier III small group instruction (CTT)*<br><br>Foster/Homeless: *Teacher and/or Counselor one-on-one check-ins*<br><br>Free and Reduced Lunch: *High quality Tier I instruction, Tier II small group instruction (classroom), Tier III small group instruction (CTT)*<br><br>Migrant: *N/A*<br><br>Racial/Ethnic Minorities: *High quality Tier I instruction, Tier II small group instruction (classroom), Tier III small group instruction (CTT)*<br><br>Students with IEPs: *High quality Tier I instruction, Tier II small group instruction (classroom), follow IEP* |

## Inquiry Area 2 - Adult Learning Culture

### Part A

| Adult Learning Culture | | | |
|---|---|---|---|
| | **Instructional Practice** | **Instructional Leadership** | **Systems and Structures that Support Continuous Improvement** |
| **Data Reviewed** | *PLC Data Analysis Review* | *CCSD Districtwide Survey Results* | *PLC Meeting Agenda, Administrative Attendance* |
| **Problem Statement** | *Divich ES has just started its 4th year. In that time, a new principal started during the 2nd year, a global pandemic closed the school for in-person learning for 12 months, 3 months of hybrid and/or distance education, and a reopening of in-person learning like never seen before. During this 4 year period, our school has not had the ability to implement a streamlined PLC process for data analysis.* | | |
| **Critical Root Causes** | *Inconsistent in-person PLC meetings. Lack of a PLC Data Analysis Review document. Inconsistent use of data to drive instruction and guide the creation of small groups.* | | |

## Part B

| Adult Learning Culture | |
|---|---|
| **School Goal:** *100% of grade levels completing PLC Data Analysis Form* | **STIP Connection:** *All students have access to effective educators - Access to Quality* |
| **Improvement Strategy:** *Create a uniform PLC Data Analysis Form for teams to complete for the 2021-2022 school year. Ensure completed forms are turned in to supervising administrator.*<br><br>**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 2* | |
| **Intended Outcomes:** *PLC will administer a common summative assessment. The results from that assessment will be compiled in the PLC Data Analysis Form. The form will be reviewed by the PLC where strategies are discussed and shared.* | |
| **Action Steps:**<br>● *PLC teams will meet once a week to review their PLC Data Analysis Form. PLC's will be supported by their supervising administrator to ensure all members are completing the form, attending the meeting, and being an active member during the meeting.* | |
| **Resources Needed:**<br>● *25 minutes before school once per week*<br>● *PLC Data Analysis Form*<br>● *Form completion prior to meeting* | |
| **Challenges to Tackle:**<br>● *All PLC members arrive on time and are prepared to participate in the discussion*<br>● *Time* | |
| **Improvement Strategy:** *N/A*<br><br>**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* | |
| **Intended Outcomes:** *N/A* | |
| **Action Steps:**<br>● *N/A* | |
| **Resources Needed:** | |

- *N/A*

**Challenges to Tackle:**

- *N/A*

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

English Learners: *Data driven instruction and the use of data to form small groups will have a direct benefit on all student groups.*

Foster/Homeless: *Data driven instruction and the use of data to form small groups will have a direct benefit on all student groups.*

Free and Reduced Lunch: *Data driven instruction and the use of data to form small groups will have a direct benefit on all student groups.*

Migrant: *N/A*

Racial/Ethnic Minorities: *Data driven instruction and the use of data to form small groups will have a direct benefit on all student groups.*

Students with IEPs: *Data driven instruction and the use of data to form small groups will have a direct benefit on all student groups.*

# Inquiry Area 3 - Connectedness

## Part A

| Connectedness | | | |
|---|---|---|---|
| | **Student** | **Staff** | **Family & Community Engagement** |
| **Data Reviewed** | *Panorama, CCSD Districtwide Survey Results* | *CCSD Districtwide Survey Results* | *CCSD Districtwide Survey Results* |
| **Problem Statement** | *Based on the Spring 2021 CCSD Districtwide Survey, 21% of 3rd - 5th students indicated that their intelligence isn't something that they can change and 13% of 3rd - 5th grade students indicated that challenging themselves won't make them any smarter.* | | |
| **Critical Root Causes** | *Students have a lack of Growth Mindset, and/or Growth Mindset has not been explicitly taught to students.* | | |

## Part B

| Connectedness | |
|---|---|
| **School Goal:** *Decrease the number of students answering that their intelligence isn't something that they can change and that challenging themselves won't make them any smarter by 5%.* | **STIP Connection:** *All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated - Inclusivity* |
| **Improvement Strategy:** *School counselors will create brief growth mindset lessons that can be facilitated by the counselor or classroom teacher. Lessons will be implemented at least once a month.*<br><br>**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 2* | |
| **Intended Outcomes:** *Students will participate in monthly growth mindset lessons in order to understand that they can preserve and show grit in order to achieve anything they set their mind to.* | |
| **Action Steps:**<br>● *Administration will meet with school counselors to develop monthly growth mindset lessons to be implemented during the 2021 - 2022 school year.*<br>● *Classroom teachers will review the newly created Divich Dozen, specifically targeting, We have high expectations, We are optimistic, We have a growth mindset, and We give our absolute best each and every day.* | |

**Resources Needed:**

- *Monthly growth mindset lessons*

**Challenges to Tackle:**

- *2 counselors for 979 students and 42 classroom teachers*
- *Time*

**Improvement Strategy:** *N/A*

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

**Intended Outcomes:** *N/A*

**Action Steps:**

- *N/A*

**Resources Needed:**

- *N/A*

**Challenges to Tackle:**

- *N/A*

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

English Learners: *All students, regardless of ability, race, economic status or gender can set goals, can learn new things, and can challenge themselves when given the appropriate tools to do so.*

Foster/Homeless: *All students, regardless of ability, race, economic status or gender can set goals, can learn new things, and can challenge themselves when given the appropriate tools to do so.*

Free and Reduced Lunch: *All students, regardless of ability, race, economic status or gender can set goals, can learn new things, and can challenge themselves when given the appropriate tools to do so.*

Migrant: *N/A*

Racial/Ethnic Minorities: *All students, regardless of ability, race, economic status or gender can set goals, can learn new things, and can*

*challenge themselves when given the appropriate tools to do so.*
Students with IEPs: *All students, regardless of ability, race, economic status or gender can set goals, can learn new things, and can challenge themselves when given the appropriate tools to do so.*

## 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 | $6,003,050.48 | Staffing, Operational Costs, Instructional Supplies, Curriculum, Intervention Programs, Sub release days for planning, and any additional resources | All |
| Title III | $2,310.00 | Imagine Learning licenses, and substitutes for ELL Instructional Rounds | All |
| | | | |
| | | | |
| | | | |