Clark County School District

Kenneth Divich ES

School Performance Plan: A Roadmap to Success

Kenneth Divich Elementary School 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: Ron Kamman
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School Designations: **Title I** **CSI** **TSI** **TSI/ATSI**

Our SPP was last updated on November 9, 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/kenneth_divich_elementary/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
Ron Kamman	**Principal(s)** *(required)*
Jennifer Shank	**Other School Leader(s)/Administrator(s)** *(required)*
Barbara Bassett, Jennifer Jiron, Courtney Schoen, Sharlene Meyer, Tiffany Romero, Rosanna Graves, Shanelle Garbutt, Rebecca Westover, Kristie Peterson, Miguel Cano, Allison Cano, Amy Wood	**Teacher(s)** *(required)*
Wendy Holguin	**Paraprofessional(s)** *(required)*
Greg Lintz, Samantha Virdin-Smetana, Timothy White, and Deanna Johnson	**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 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	August 30, 2022	• Data Source Feedback
Lead Team Meeting	September 26, 2022	• Reviewed Final Plan prior to submission
SOT Meeting	October 19, 2022	• Reviewed Final Plan prior to submission

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
	Areas of Strength: 7% increase (47% to 54%) in the percent of students scoring above the 60th percentile in math from Fall 2021 to Fall 2022 as measured by MAP Growth Assessment.		
	Areas for Growth: Developing the ability to create math W.I.N. groups utilizing multiple data points, including summative classroom assessments, MAP Growth Assessment, and FastBridge.		
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	*Second year with Tier I math curriculum. Inconsistent review of MAP data reports to increase differentiated instruction and formation of flexible small groups for student W.I.N. time.*		

Part B

Student Success	
School Goal: *Increase the percent of students scoring above the 60th percentile in math from 54% (fall) to 57% (winter) to 60% (spring) by 2023 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.*
Math instructional coach/strategist will narrow our focus on our lowest achieving math students. Creation of small groups of students with our CTT's, direct supervision of the intervention groups run by our CTT's, and coaching for teachers on best math instructional practices.
Continuing our 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's, and math humanities teacher, students will show at least a 3% increase in their MAP Growth score from Fall 2022 to Winter 2022 and again from Winter 2022 to Spring 2023.*

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*

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), Utilize Certified Temporary Tutors to provide instruction for tiered interventions and acceleration.*

Foster/Homeless: *Teacher and/or Counselor one-on-one check-ins*

Free and Reduced Lunch: *High quality Tier I instruction, Tier II small group instruction (classroom), Employ a learning strategist to provide job-embedded coaching for licensed teachers and/or tiered interventions and acceleration for students. Utilize Certified Temporary Tutors to provide instruction for tiered interventions and acceleration.*

Migrant: *N/A*

Racial/Ethnic Minorities: *High quality Tier I instruction, Tier II small group instruction (classroom), Tier III small group instruction (CTT)*

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
	Areas of Strength: PLC's are meeting once per week before school to discuss data and build common summative assessments and once per week during common prep time to discuss upcoming instructional standards.		
	Areas for Growth: Consistent PLC Data Analysis Review completion for both ELA and mathematics, with future completion for SLG Performance Tasks and MAP Growth Assessment.		
Problem Statement	*Divich ES is in our 5th year. During our brief time, we have slowly improved our PLC process, but continue to build our capacity to implement a streamlined PLC process for data analysis.*		
Critical Root Causes	*Inconsistent completion of 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: *Completion of PLC Data Analysis Form for teams for the 2022-2023 school year. Ensure completed forms are turned in to supervising administrator.* **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: ● *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: ● *25 minutes before school once per week* ● *PLC Data Analysis Form* ● *Form completion prior to meeting*	
Challenges to Tackle: ● *All PLC members arrive on time and are prepared to participate in the discussion* ● *Time*	
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
	Areas of Strength: Divich ES has 2 school counselors for over 1,000 students. This allows our staff and students to have greater accessibility to a school counselor when necessary.		
	Areas for Growth: Consistent implementation and facilitation of monthly Growth Mindset lessons.		
Problem Statement	*Based on the Spring 2022 CCSD Districtwide Survey, 23.7% of 3rd - 5th students indicated that their intelligence isn't something that they can change and 12.96% 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.

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 persevere and show grit in order to achieve anything they set their mind to.*

Action Steps:

- *Administration will meet with school counselors to develop monthly growth mindset lessons to be implemented during the 2022 - 2023 school year.*
- *Classroom teachers will review the 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 1,029 students and 45 classroom teachers*
- *Time*

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	$7,138,847.84	Staffing, Operational Costs, Instructional Supplies, Curriculum, Intervention Programs, Sub release days for planning, and any additional resources	All
Title III	$2,244.00	Imagine Learning licenses, and substitutes for ELL Instructional Rounds	All
ESSER III	$165,718.00	Class-size reduction educators	Goals 1 and 3