Clark County School District

Divich, Kenneth ES

2025-2026 School Improvement Plan



Mission Statement

Empowering every child to be champions of their own their own success.

Vision

We have Knight pride.
We are leaders.
We are kind.
We respect ourselves and others.
We have high expectations.
We are optimistic.
We persevere and show grit.
We are compassionate.
We use good manners.
We have a growth mindset.
We are honest.
We give our absolute best each and every day.

Demographics & Performance Information

Nevada Report Card

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 https://nevadareportcard.nv.gov/DI/nv/clark/kenneth_divich_elementary/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

10% increase (53% to 63%) in the percent of students scoring above the 60th percentile in reading from Fall 2025 to Spring 2026 as measured by MAP Growth Assessment. This indicator will allow us to prepare for SBAC testing and use predictive models for proficiency.

Student Success Areas for Growth

Developing the ability to create reading W.I.N. groups utilizing multiple data points, including summative classroom assessments, MAP Growth Assessment, and FastBridge. Data will be analyzed throughout the school year using the indicated assessments and groups will be flexible and reviewed every six weeks.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Closing the achievement gap for the student group. There is only 2.4% of the school population is in this student group. There is a 37% achievement gap in math and reading between LEP and non-LEP students, based on Fall 2025 MAP Growth Assessment projected proficiency data.	High quality Tier I instruction, RPDP Discourse Monthly PL for licensed staff, WIDA goal setting with students, including test prep sessions.
Foster/Homeless	Students are not coming to school with their basic needs met. There is currently no identifiable achievement gap between Foster/Homeless students and not Foster/Homeless students.	The school counselor will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Student Group	Challenge	Solution
Free and Reduced Lunch	Closing the achievement gap for the student group. Currently, it is difficult to identify data for FRL students since everyone is receiving FRL.	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/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Closing the achievement gap for the sub-group.	High quality Tier I instruction, Tier II small group instruction (classroom), Tier III small group instruction (CTT)
Students with IEPs	Closing the achievement gap for the sub-group.	High quality Tier I instruction, Tier II small group instruction (classroom), follow IEP

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Reading 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 Cause: Third year with Tier I reading curriculum. Inconsistent review of MAP data reports to increase differentiated instruction and formation of flexible small groups for student W.I.N. time.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percent of students scoring at or above the 61st percentile in reading from 49% - Fall 2024; will update when Fall 2025 available (fall) to 54% (winter) to 59% (spring) by 2026 as measured by MAP Growth Assessment.

Aligns with District Goal

Formative Measures: MAP Growth Assessment

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Tier I Reading Curriculum and Tier II walk to learn will be implemented in all classrooms daily.				Status Check		EOY Reflection
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Oct**	**Feb**	**June**
1	Professional development will be provided by administration and Read by Grade 3 strategist regarding Tier I reading curriculum, SBAC reading Blueprints, SBAC Interim Assessments, MAP data analysis and Using Standards to Backwards Plan for Rigor at least quarterly targeting all students.	Principal, AP's, RBG3 Strategist	August 2025 - May 2026	In progress	In progress	

Position Responsible: Administration

Resources Needed: Tier I Reading materials
RBG3 funding
Time

Evidence Level
Level 2: Moderate: MAP Growth Assessments

Problem Statements/Critical Root Cause: Student Success 1

Adult Learning Culture

Adult Learning Culture Areas of Strength

Divich ES has strong collaboration among it's grade level teams. Teams meet twice per week for planning and data analysis. This year as a LETRS school, teachers may use of this time to collaborate on their instructional practice and coursework.

Adult Learning Culture Areas for Growth

Divich ES is a LETRS school for the 2025-2026 school year.

The Language Essentials for Teachers of Reading and Spelling (LETRS) series is one of the foremost and comprehensive professional learning opportunities around the science of reading.

LETRS provides participants with:

- An overview of the body of research
- Connections between research and practice
- Concrete instructional resources to support our teachers with adjusting practice; including,

■ Routines for all five strands of literacy instruction (phonemic awareness, phonics,

fluency, vocabulary and comprehension)

■ Planning tools, such as optional lesson plans and checklists

■ Optional diagnostic assessments

○ Concrete instructional resources to support our students challenged with learning to read

■ Specific resources and guidance for supporting multilingual students with learning

the English language

■ Research on stages of development, critical information to meet our students where

they are in their own learning

○ Immediate application through Bridge to Practice experiences.

Online coursework will be a part of this professional development.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Closing the achievement gap for the sub-group. Small number of students in sub-group.	Science of Reading PL for licensed staff.
Foster/Homeless		
Free and Reduced Lunch	Closing the achievement gap for the sub-group.	Data driven instruction and the use of data to form small groups will have a direct benefit on all student groups.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Closing the achievement gap for the sub-group.	Data driven instruction and the use of data to form small groups will have a direct benefit on all student groups.

Student Group	Challenge	Solution
Students with IEPs	Closing the achievement gap for the sub-group.	Data driven instruction and the use of data to form small groups will have a direct benefit on all student groups.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Licensed staff must complete asynchronous work as part of the required LETRS course. This may be completed during contracted time or outside of contracted time for CU's, but it is a choice for each teacher.
Critical Root Cause: Inconsistent time for licensed staff to complete the LETRS coursework.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of licensed staff complete LETRS Asynchronous tasks/assignments.

Aligns with District Goal

Formative Measures: Unit 1 due October 10, 2025
Unit 2 due December 19, 2025
Unit 3 due March 13, 2026
Unit 4 due May 26, 2026

<table>
<tr><th colspan="2">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="2" rowspan="3">Improvement Strategy 1: 100% of licensed staff complete LETRS Asynchronous tasks/assignments.
<table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Licensed staff will choose to complete their tasks/assignments either before contract time or on their own for CU's.</td><td>Principal, AP's, RBG3 Strategist</td><td>August 2025 - May 2027</td></tr></table>Position Responsible: Administration
Resources Needed: LETRS
RBG3 funding
Time

Evidence Level
Level 1: Strong: Build a committed staff and provide professional development
Level 3: Promising: LETRS (Language Essentials for Teachers of Reading and Spelling)
Problem Statements/Critical Root Cause: Adult Learning Culture 1</td><th colspan="2">Status Check</th><th>EOY Reflection</th></tr>
<tr><th>Oct</th><th>Feb</th><th>June</th></tr>
<tr><td>In progress</td><td>In progress</td><td></td></tr>
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Connectedness

Connectedness Areas of Strength

Divich ES has 2 school counselors for over 1,100 students. This allows our staff and students to have greater accessibility to a school counselor when necessary. Students may request to speak to a counselor by asking any adult on campus. Parents may also make a request via their child's classroom teacher, administration, or to the counselor directly. Our counselors greet students each day as the enter our school, a great way to make contact with as many students as possible.

Connectedness Areas for Growth

Consistent implementation and facilitation of monthly Growth Mindset lessons. Our two school counselors collaborate with classroom teachers and our SEL humanities teacher in order to ensure student needs are being met. Analysis of CCSD Districtwide survey results as well as Panorama survey results indicate the level of implementation for additional lessons.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Ensuring students feel a strong connection to our school.	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		
Free and Reduced Lunch	Ensuring students feel a strong connection to our school.	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/Title1-C Eligible		N/A
Racial/Ethnic Minorities	Ensuring students feel a strong connection to our school.	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	Ensuring students feel a strong connection to our school.	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.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Based on the 2025 CCSD Districtwide Survey, 12.81% of 4th - 5th students indicated that challenging themselves won't make them any smarter (a 1.3% increase from 2024).
Critical Root Cause: Students have a lack of Growth Mindset, and/or Growth Mindset has not been explicitly taught to students.

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the number of students answering that challenging themselves won't make them any smarter from 12.81% to 10% as measured by the CCSD Districtwide Survey.

Aligns with District Goal

Formative Measures: CCSD Districtwide Survey

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	In progress	

Improvement Strategy 1: School counselors will create brief growth mindset lessons that can be facilitated by the counselor, classroom teacher, or SEL Humanities teacher. Lessons will be implemented at least once a month.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Administration will meet with school counselors to develop monthly growth mindset lessons to be implemented during the 2025 - 2026 school year.	Principal, AP's, Counselors, SEL Humanities Teacher	August 2025 - May 2026
2	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.	Classroom Teacher	August 2025 - May 2026

Position Responsible: Administration

Resources Needed: Funding for school counselors
Monthly growth mindset lessons
Time

Evidence Level
Level 3: Promising: Creating a Positive School Climate and Culture

Problem Statements/Critical Root Cause: Connectedness 1

Priority Problem Statements

Problem Statement 1: Reading 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 Cause 1: Third year with Tier I reading curriculum. Inconsistent review of MAP data reports to increase differentiated instruction and formation of flexible small groups for student W.I.N. time.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Licensed staff must complete asynchronous work as part of the required LETRS course. This may be completed during contracted time or outside of contracted time for CU's, but it is a choice for each teacher.

Critical Root Cause 2: Inconsistent time for licensed staff to complete the LETRS coursework.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Based on the 2025 CCSD Districtwide Survey, 12.81% of 4th - 5th students indicated that challenging themselves won't make them any smarter (a 1.3% increase from 2024).

Critical Root Cause 3: Students have a lack of Growth Mindset, and/or Growth Mindset has not been explicitly taught to students.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- MAP Growth Assessment
- Student Climate Survey, Student Voice

Adult Learning Culture

- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback

Connectedness

- Community surveys and/or other feedback
- Perception/survey data

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$7,648,158.93	Staffing, Operational Costs, Instructional Supplies, Curriculum, Intervention Programs, Sub release days for planning, and any additional resources	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	$169,851.05	Staffing	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	$57,558.90	Staffing	Student Success, Adult Learning Culture, Connectedness
General Carry Forward	$1,424,422.02	Staffing and Carry Forward	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Carry Forward	$252,312,45	Staffing	Student Success, Adult Learning Culture, Connectedness
EL Weighted Carry Forward	$1,003.55	Staffing	Student Success, Adult Learning Culture, Connectedness
Title IA	$		

School Continuous Improvement Team

Team Role	Name	Position
Required	Christian Diaz	Parent
Required	Jonathan Morales	Parent
Required	Courtney Schoen	Parent
Required	Mariah Tran	Parent
Required	Jeanette Lemmons	Paraprofessional
Required	Barbara Bassett	Teacher
Required	Jennifer Munoz	Teacher
School Administrator	Sandra Zurbriggen	Assistant Principal
School Administrator	Lourdes Pearson	Assistant Principal
CI Team Lead	Ron Kamman	Principal