# Clark County School District

# Divich, Kenneth ES

# 2026-2027 School Improvement Plan

**Accreditation Status**
**Accredited**

**Classification: 4 Star School**

**District Approval Date:** July 6, 2026

# 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 (will update percentages when Fall data is available) to Spring 2027 as measured by i-Ready Inform. 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, i-Ready Inform, 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 less than 10% of the school population in this student group. There is a y% achievement gap in math and reading between LEP and non-LEP students, based on Fall 2026 i-Ready Inform 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.<br>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:** Second year with Tier I reading curriculum, Version 3. New formative assessment measure for the 2026-2027 school year. Inconsistent 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 53% - Fall 2025; will update when Fall 2026 is available to 54% (winter) to 59% (spring) by 2027 as measured by i-Ready Inform Assessment.

**Formative Measures:** i-Ready Inform Assessment

**Aligns with District Goal**

| Improvement Strategy 1 Details | Reviews | | |
|---|---|---|---|
| | Status Check | | EOY Reflection |
| | Oct | Feb | June |
| | No review | No review | |

**Improvement Strategy 1:** Tier I Reading Curriculum and Tier II walk to learn will be implemented in all classrooms daily.

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 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, i-Ready data analysis and Using Standards to Backwards Plan for Rigor at least quarterly targeting all students. | Principal, AP's, RBG3 Strategist | August 2026 - May 2027 | |

**Position Responsible:** Administration

**Resources Needed:** Tier I Reading materials
RBG3 funding
Time

**Evidence Level**
Level 2: Moderate: i-Ready Inform

**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 at least 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 will be beginning our second year as a LETRS school for the 2026-2027 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. |
| **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.

**Formative Measures:** Unit 5 due October 9, 2026
Unit 6 due December 18, 2026
Unit 7 due March 12, 2027
Unit 8 due May 21, 2027

**Aligns with District Goal**

| Improvement Strategy 1 Details | Reviews | | |
|---|---|---|---|
| | Status Check | | EOY Reflection |
| | Oct | Feb | June |
| | No review | No review | |

**Improvement Strategy 1:** 100% of licensed staff complete LETRS Asynchronous tasks/assignments.

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Licensed staff will choose to complete their tasks/assignments either before contract time or on their own for CU's. | Principal, AP's, RBG3 Strategist | August 2025 - May 2027 | |

**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

# 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 | 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. |

| Student Group | Challenge | Solution |
|---|---|---|
| **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 2026 CCSD Districtwide Survey, 14.42% of 4th - 5th students indicated that challenging themselves won't make them any smarter (a 1.53% increase from 2025).
**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 14.42% to 12.5% as measured by the CCSD Districtwide Survey.

**Formative Measures:** CCSD Districtwide Survey

**Aligns with District Goal**

| Improvement Strategy 1 Details | Reviews | | |
|---|---|---|---|
| | Status Check | | EOY Reflection |
| | Oct | Feb | June |
| | No review | No review | |

**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 | Complete |
|---|---|---|---|---|
| 1 | Administration will meet with school counselors to develop monthly growth mindset lessons to be implemented during the 2026 - 2027 school year. | Principal, AP's, Counselors, SEL Humanities Teacher | August 2026 - May 2027 | |
| 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 2026 - May 2027 | |

**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**: Second year with Tier I reading curriculum, Version 3. New formative assessment measure for the 2026-2027 school year. Inconsistent 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 2026 CCSD Districtwide Survey, 14.42% of 4th - 5th students indicated that challenging themselves won't make them any smarter (a 1.53% increase from 2025).

**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**

- End-of-Unit Assessments
- I-Ready
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs

**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 | $7,989,111 | 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 | $150,612 | Staffing | Student Success, Adult Learning Culture, Connectedness |
| EL Weighted Allocation | $70,350 | Staffing | Student Success, Adult Learning Culture, Connectedness |
| General Carry Forward | $14,807 | Staffing and Carry Forward | Student Success, Adult Learning Culture, Connectedness |
| At-Risk Weighted Carry Forward | $0 | Staffing | Student Success, Adult Learning Culture, Connectedness |
| EL Weighted Carry Forward | $0 | Staffing | Student Success, Adult Learning Culture, Connectedness |
| Title IA | $ | | |
| | | | |
| | | | |
| | | | |

# School Continuous Improvement Team

| Team Role | Name | Position |
|---|---|---|
| Required | Yu Diaz | Parent |
| Required | Courtney Schoen | Parent |
| Required | Mariah Tran | Parent |
| Required | Brianna Gomez | Paraprofessional |
| Required | Jennifer Jiron | Teacher |
| Required | Allison Cano | Teacher |
| School Administrator | Sandra Zurbriggen | Assistant Principal |
| School Administrator | Lourdes Pearson | Assistant Principal |
| CI Team Lead | Ron Kamman | Principal |