Clark County School District

Ruben P. Diaz ES

School Performance Plan: A Roadmap to Success

Ruben P. Diaz ES 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: Tika Epstein
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School Designations: ☑ Title I ☐ MRI ☐ CSI ☐ TSI ☐ ATSI

Our SPP was last updated on 09/25/2023

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/ruben_p._diaz_elementary_school/2023/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
Tika Epstein	**Principal(s)** *(required)*
	Other School Leader(s)/Administrator(s) *(required)*
Devin Short, Lucero Rodriguez, Kimberly Watkins, Lynda Fox, Kelly Muldoon, Cybil Covert, and Tamara Martinezjunco,	**Teacher(s)** *(required)*
Michelle Reyes	**Paraprofessional(s)** *(required)*
Kimberley Moreno and Jeremy Silva	**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
Reviewed 2022-23 data and SPP	05/23	SOT Team agreed with plan to improve student learning
Debriefed and reviewed SPP goals from 2022-23 and gathered input to adjust	05/24/2023	Team decided to adjust Student Connectedness Goal and Adult Learning Culture goal
Team collaborated on action steps for Student Connectedness Goal	06/03/23	Team will collaborate on strategies to improve Student Connectedness Goal

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 Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Student Success			
Data Reviewed	*ELA MAP, AIMSweb, SBAC*	*Panorama Survey*	*Classroom Observation Data*
	Areas of Strength: In math, 53% of students and in reading, 62% of students met math Fall to Spring projected growth		
	Areas for Growth: Significant number of students non-proficient		
Problem Statement	In math, 55% of students and in reading, 50% of students at Diaz are below the 40th percentile (MAP). On 2021-22 SBAC, 64% non-proficient in reading and 72.7% in math.		
Critical Root Causes	There is a lack of teacher understanding of high cognitive demand tasks aligned to standards that authentically engage all learners.		

Part B

Student Success	
School Goal: *Increase the percent of students meeting/exceeding growth projections in reading 55% (Fall MAP 2023) to 66% (Winter 2023) to 80% (Spring MAP 2024) as measured by MAP Growth Assessments.*	**Aligned to Nevada's STIP Goal:** 3
Improvement Strategy: *Provide professional learning on tasks that are of high cognitive demand and aligned to standards that authentically engage all learners. Include analysis of ELA and Math summative and formative assessments and SLG results in October, December and March during PLCs.* **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: HMH Into Reading (2); enVisions Math (3)*	

Intended Outcomes: Students will *know what they are learning, why they are learning it, and how they know they have learned it.*

Action Steps:
- *The Fall 2023 Reading MAP Data shows that 55% of our Kindergarten through Fifth Grade students are below the 41st percentile in Growth. This data mirrors the Fall 2022 Reading MAP Data of 51% of our Kindergarten through Fifth Grade students were below the 41st percentile in Growth.*
- *Our teachers, strategists, and principal will collaborate during PLCs to create scaffolding of understanding the standards for students without lower the rigor of the assessment or of the success criteria.*
- *Our teachers, strategists, and principal will focus on teacher clarity to ensure our students know what they are learning, why they are learning it, and how they know they have learned it.*

Resources Needed:
- PLC time, walk-through look for forms,
- PLC and formative data forms

Challenges to Tackle:
- Implementation of adopted curriculum and aligned PL strategies. Admin and strategists will model strategies and record the model lessons as a resource. Provide all teachers opportunities to discuss challenges and proposed solutions during PLC meetings.

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

English Learners: TESL and ALCA strategies; engagement strategies. Provide an early literacy and language pre-kindergarten program offered free of charge to students zoned at the designated school. Implement a Reading Skills Center to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development. Provide incentives for hiring and retaining teachers and other licensed professionals. Provide the opportunity for students to receive additional instructional minutes each day.

Foster/Homeless: engagement and differentiated strategies

Free and Reduced Lunch: engagement and differentiated strategies

Migrant: n/a

Racial/Ethnic Minorities: engagement and differentiated strategies

Students with IEPs: engagement strategies and inclusive practice

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	*ELA MAP, AIMSweb, SBAC, Instructional Practice Teacher Survey Data*	PL needs survey	Classroom Observations, Student and Staff Schedules
	Areas of Strength: More than half of teachers feel more comfortable teaching Tier I and Tier II reading.		
	Areas for Growth: Additional professional learning on newly adopted Tier I and Tier II programs.		
Problem Statement	Students are not consistently accessing rigorous, standard-based instruction.		
Critical Root Causes	There is a lack of teacher understanding of high cognitive demand tasks, including the newly adopted reading programs, aligned to standards that authentically engage all learners.		

Part B

Adult Learning Culture	
School Goal: *Increase the percentage of teachers that complete the Districtwide School Staff Survey from 20% (Spring 2023) to 100% (Spring 2024) .*	**STIP Connection:** 6
Improvement Strategy: *Provide quarterly Schoolwide Staff Survey with incentives for everyone who completes the survey.* **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Build a committed staff and provide professional development (1)*	

Intended Outcomes: Teachers will feel more comfortable sharing about the culture and climate of the school.

Action Steps:
- Teachers will participate in professional learning aligned to the District Tier I Instructional Expectations and materials.
- Teachers will plan an effective lesson, one teacher will teach it while being recorded, the teachers will meet to watch the lesson and reflect, twice a year, observation data, admin will monitor twice a year.
- Teachers will participate in weekly PLC to unwrap standards, align assessments, instructional strategies, resources, materials/analyze formative data with PLC and formative data forms, monitored by grade-level chairs, coaches, and admin. This will include continuous monitoring of student achievement data.

Resources Needed:
- PLC time, walk-through form
- PLC and formative data forms

Challenges to Tackle:
- Staff buy-in on sharing ideas to continuously improve climate, culture, and safety. Admin will gather input and feedback from teachers on PL opportunities and lesson study ideas. Admin will also provide prep buy-out for all PLC meetings.

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

English Learners: TESL and ALCA strategies; engagement strategies. Provide an early literacy and language pre-kindergarten program offered free of charge to students zoned at the designated school. Implement a Reading Skills Center to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development. Provide incentives for hiring and retaining teachers and other licensed professionals. Provide the opportunity for students to receive additional instructional minutes each day.

Foster/Homeless: engagement strategies

Free and Reduced Lunch: engagement strategies

Migrant: n/a

Racial/Ethnic Minorities: engagement strategies

Students with IEPs: engagement strategies

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	Panorama Survey & Focus Ed	SOT meeting	SOT meeting
	Areas of Strength: Diaz attendance rate was 88%		
	Areas for Growth: 28% of our students missed more than ten percent of their school year (chronic absenteeism).		
Problem Statement	*Diaz ES had a chronic absenteeism rate of 28%.*		
Critical Root Causes	With such a focus on academic achievement and bridging the gaps, students' Social Emotional Learning (SEL) needs and student relationships are not being addressed.		

Part B

Connectedness	
School Goal: Decrease the percentage of students who are chronically absent from 28% in the 2022-2023 school year to 25% at the end of semester 1, 2023 and 18% at the end of semester 2, 2024 as measured by FocusEd data.	**STIP Connection:** 6
Improvement Strategy: Implementation Multi-Tiered Systems of Support (MTSS)to address chronic absenteeism. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: MTSS (1)*	
Intended Outcomes: Students feel connected and increase their overall attendance rate.	
Action Steps: - Admin will create a Student Climate Committee (SCC). - Admin and teachers will implement social-emotional learning/team building/class building lessons during morning breakfast time. Lessons will be created and monitored by SCC.	

- Admin and SCC will meet monthly to analyze chronic absenteeism data and schedule parent/guardian meetings.
- Teachers will implement perfect attendance incentives, including points for class perfect attendance and monthly attendance awards. Admin and the SCC Team will monitor.

Resources Needed:
- *Incentives for perfect attendance for families*

Challenges to Tackle:
- *Staff buy-in and acceptance and the daily monitoring of attendance. Admin will create a team to analyze student absenteeism data, as well as perfect attendance incentives and SEL morning lessons.*

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

English Learners: Provide family communication in parent/guardian's native language.

Foster/Homeless: Resources/materials from Communities in Schools and other organizations

Free and Reduced Lunch: Resources/materials from Communities in Schools and other organizations

Migrant: n/a

Racial/Ethnic Minorities:Resources/materials from Communities in Schools and other organizations

Students with IEPs: Resources/materials from Communities in Schools and other organizations and include case manager in meetings

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)
Title I Budget	$327, 010	CSR, CIS, AR, Extra-duty pay	Student Success, Adult Learning Culture, Connectedness
General Fund	$3,904,743	Teachers, support staff, admin, prep buy-out, general supplies	Student Success, Adult Learning Culture, Connectedness
English Language Learners (PCFP)	$773, 080	Reading Skills Center, PreK, additional instructional minutes, general supplies	Student Success, Adult Learning Culture, Connectedness
At-risk (PCFP)	$89, 935	Staffing, extra-duty pay, supplies	Student Success, Adult Learning Culture, Connectedness
Title III	$14, 652	Prep buy and conference fees	Student Success, Adult Learning Culture, Connectedness