

Washoe County School District

Double Diamond Elementary School

2025-2026 School Improvement Plan

Classification: 3 Star School

Mission Statement

Double Diamond Elementary staff will support students to persevere and maintain a growth mindset to achieve excellence in academic and social-emotional skills within a safe and respectful learning environment.

Vision

At Double Diamond, we grow all children to be their personal best!

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 (Add a link to the school's School Rating Report.)

https://nevadareportcard.nv.gov/DI/nv/washoe/double_diamond_elementary/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Students at Double Diamond have shown growth over the past year in iReady. Proficiency rates on iReady for reading have increased as a school from 11% to 43%, and for math from 8% to 43%. Students in all grade levels have shown high growth for reading and math with the exception of 5th grade, and many grades have shown high proficiency/high growth in both categories. Furthermore, the number students 1 grade level below on iReady in the fall decreased in reading and math by 50% in the spring with students reaching grade level.

Additionally, this year our chronic absenteeism decreased from 16% to 11.5%.

Student Success Areas for Growth

Continued areas for growth:

- Greater proficiency levels especially in grades 3-5 on iReady.
- Increased growth levels as measured by iReady for all grade levels
- More students achieving stretch growth targets especially for those below grade level.
- Decrease chronic absenteeism to less than 10%.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	iReady only in English	Pocket Talk or dictionary use for newcomers, practice with assistant or teacher on daily lessons for greater understanding.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	N/A	
Students with IEPs	May have less time with iReady due to additional teacher support time.	Assigned lessons to ensure enough practice to understand the program.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Most grade levels are showing in the high growth and high performance range for iReady in ELA and math. However, grades 3-5 have had fewer students meet proficiency. On SBAC, students have shown growth for ELA and math in the Median growth and Adequate growth but have dropped in proficiency in ELA and math. Students below proficiency are not showing enough growth to "catch up" within 3 years of time.

Critical Root Cause: Students who are in the SBAC level 2 and one grade level below on iReady may have gaps in learning that need to be addressed in order to reach proficiency and may need additional time, practice and support to reach grade level proficiency.

Adult Learning Culture

Adult Learning Culture Areas of Strength

In the 24-25 school year, teacher teams used the PLC Assessment Cycle to scaffold and re-teach skills to increase the number of students reaching proficiency using iReady Fall then Spring data. Proficiency rates on iReady for reading increased as a school from 11% in fall to 43% in spring, and for math from 8% in fall and to 43% in spring. Students in all grade levels have shown high growth for reading and math with the exception of 5th grade, and many grades have shown high proficiency/high growth in both categories. Furthermore, the number students 1 grade level below on iReady in the fall decreased in reading and math by 50% in the spring with students reaching grade level.

Adult Learning Culture Areas for Growth

Although there was great improvement in 24-25 based on this strategy, we still have significant amounts of students below grade level proficiency. Beginning iReady for fall indicates that 66% of students are below grade level for reading, with 44% one grade level below, and 81% of students are below grade level in math with 58% one grade level below. Teachers need to continue to determine ways to create scaffolded learning to assist students in reaching grade level proficiency.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	iReady used in English only	Pocket Talk or dictionary use for newcomers, practice with assistant or teacher on daily lessons for greater understanding. Access to scaffolded iReady lessons.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Although students are showing growth in ELA and math through iReady and SBAC, proficiency for students has improved primarily in lower grades. Students showing 1 grade level below in iReady and level 2 on SBAC are among students who are not "catching up" within a 3 year window of time.

Critical Root Cause: Students who fall in 1 grade level below iReady and Level 2 SBAC were not receiving enough teacher interventions to reach proficiency .

Connectedness

Connectedness Areas of Strength

In the 24-25 school year our chronic absenteeism decreased from 16% to 11.5%. Students were eager to earn rewards for attendance, and our MTSS team monitored students closely.

Connectedness Areas for Growth

Although we made good improvement, teachers were overwhelmed with daily rewards. We will need to modify the reward system with the PBIS team to encourage students as well as make a feasible plan for teachers. We will need a more structured plan based on days missed for teachers, and the MTSS team to ensure that we connect with families early before attendance becomes an issue.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Communicating with families in English	Find an interpreter or use Pocket Talk in office to communicate
Foster/Homeless	May need transportation	Counselor will need to work closely with CIT office to ensure students have access to transportation.
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic absenteeism has been reduced to 11.52%. However we would like to continue to see a decrease to 9% or less.
Critical Root Cause: Some families may not fully realize the cumulative impact of missed instructional time due to vacations or other events, and we are committed to raising

awareness about the importance of consistent school attendance for student success.

Problem Statement 2 (Prioritized): Discipline data show that some WCSD schools are using exclusionary discipline practices (such as suspensions) at higher rates than others, particularly for specific student groups. This pattern limits learning time for affected students and may reflect inconsistencies in how behavior expectations and interventions are applied across schools.

Critical Root Cause: Limited access to or implementation of tiered behavior supports. Insufficient systems for monitoring and analyzing discipline data to identify and address trends early.

Priority Problem Statements

Problem Statement 1: Most grade levels are showing in the high growth and high performance range for iReady in ELA and math. However, grades 3-5 have had fewer students meet proficiency. On SBAC, students have shown growth for ELA and math in the Median growth and Adequate growth but have dropped in proficiency in ELA and math. Students below proficiency are not showing enough growth to "catch up" within 3 years of time.

Critical Root Cause 1: Students who are in the SBAC level 2 and one grade level below on iReady may have gaps in learning that need to be addressed in order to reach proficiency and may need additional time, practice and support to reach grade level proficiency.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Although students are showing growth in ELA and math through iReady and SBAC, proficiency for students has improved primarily in lower grades. Students showing 1 grade level below in iReady and level 2 on SBAC are among students who are not "catching up" within a 3 year window of time.

Critical Root Cause 2: Students who fall in 1 grade level below iReady and Level 2 SBAC were not receiving enough teacher interventions to reach proficiency .

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Chronic absenteeism has been reduced to 11.52%. However we would like to continue to see a decrease to 9% or less.

Critical Root Cause 3: Some families may not fully realize the cumulative impact of missed instructional time due to vacations or other events, and we are committed to raising awareness about the importance of consistent school attendance for student success.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: Discipline data show that some WCSD schools are using exclusionary discipline practices (such as suspensions) at higher rates than others, particularly for specific student groups. This pattern limits learning time for affected students and may reflect inconsistencies in how behavior expectations and interventions are applied across schools.

Critical Root Cause 4: Limited access to or implementation of tiered behavior supports. Insufficient systems for monitoring and analyzing discipline data to identify and address trends early.

Problem Statement 4 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
- WIDA ACCESS for ELLs
- Other
 - i-Ready

Adult Learning Culture

- Action research results
- Professional learning communities (PLC) data/agenda/notes
- Other
 - iReady, classroom formative assessments

Connectedness

- Attendance

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: At each grade level, the number of students at mid or above grade level proficiency will increase by 20% on iReady in reading and math from the beginning of the year measurement (2025) to the end of year measurement (2026). Additionally, at each grade level, the number of students who are 1 grade level below in the fall of 2025 will decrease by 50% in spring of 2026, and these students will move to the early on or mid/above grade level categories as measured by iReady in both reading and math.

Aligns with District Goal

Formative Measures: iReady diagnostics, MAP, and common formative assessments.

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Response to Intervention through Multi-tiered systems of support (MTSS)				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	* Specifically identify students in the SBAC 2 level and one grade level below on iReady for each classroom. * Identify specific learning needs of students using multiple measures of data including iReady, MAP and common formative assessments. * Create intervention groups to meet with a teacher daily after Tier 1 instruction. * Monitor student progress through progress monitoring, common formative assessments, Winter MAP and iReady Mid- Year testing.	Teachers, Admin.	SY 2025-26			
Position Responsible: Teachers, Admin. Evidence Level Level 2: Moderate: MTSS Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Most grade levels are showing in the high growth and high performance range for iReady in ELA and math. However, grades 3-5 have had fewer students meet proficiency. On SBAC, students have shown growth for ELA and math in the Median growth and Adequate growth but have dropped in proficiency in ELA and math. Students below proficiency are not showing enough growth to "catch up" within 3 years of time. Critical Root Cause: Students who are in the SBAC level 2 and one grade level below on iReady may have gaps in learning that need to be addressed in order to reach proficiency and may need additional time, practice and support to reach grade level proficiency.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Teacher teams will use the PLC Assessment Cycle to scaffold and re-teach skills so that at each grade level, the number of students at mid or above grade level proficiency will increase by 20% on iReady in reading and math from the beginning of the year measurement (2025) to the end of year measurement (2026). Additionally, at each grade level, the number of students who are 1 grade level below in the fall of 2025 will decrease by 50% in spring of 2026, and these students will move to the early on or mid/above grade level categories as measured by iReady in both reading and math.

Aligns with District Goal

Formative Measures: iReady data, pre/post test data, data trackers

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLCs				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	PLC grade level team work to utilize data and identify students for re-teaching/interventions based on mastery of standards. Train Leadership team on using pre-post data, the data tracker, and SMART goals/unit * Leadership team guides grade level PLC team to use pre/post data, data tracker and SMART goals * Train Academic team on scaffolding lessons * Academic team guides grade level PLC team to use scaffolding at the beginning of lessons * Use iReady data to identify students who have small gaps that need scaffolded learning and re-teaching to achieve proficiency * Create pre/post tests aligned to standards and track all students' skills at the beginning/end of each ELA and math unit * Monitor students in T1+ daily in each classroom * Re-teach students to master essential skills	Teachers, Admin.	SY 2025-26	No review	No review	No review
Position Responsible: Teachers, Admin.						
Evidence Level Level 2: Moderate: PLC						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Although students are showing growth in ELA and math through iReady and SBAC, proficiency for students has improved primarily in lower grades. Students showing 1 grade level below in iReady and level 2 on SBAC are among students who are not "catching up" within a 3 year window of time. Critical Root Cause: Students who fall in 1 grade level below iReady and Level 2 SBAC were not receiving enough teacher interventions to reach proficiency .

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease student chronic absenteeism by at least 2% by the end of the 2025-2026 school year.

Aligns with District Goal

Formative Measures: IC and BIG attendance data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: MTSS/PBIS				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Identify students in need of additional supports through the MTSS process and provide Tier 2 and Tier 3 supports while providing higher levels of rewards through PBIS at the Tier 1 level. * Identify students weekly who have high absences. * In collaboration with the MTSS team work with each family to identify families' barriers to coming to school. * Provide appropriate interventions for student at the Tier 2 and Tier 3 level with student and family rewards as needed. * On a daily basis, run the classroom monitor in Infinite Campus to reward classes and grade levels who are all at school. * On delayed start days, work with PTO to provide an added incentive for students to come to school.	Admin., Counselor, Teachers, PTO	SY 2025-26	No review	No review	No review
Evidence Level Level 1: Strong: PBIS Level 2: Moderate: MTSS Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Chronic absenteeism has been reduced to 11.52%. However we would like to continue to see a decrease to 9% or less. Critical Root Cause: Some families may not fully realize the cumulative impact of missed instructional time due to vacations or other events, and we are committed to raising awareness about the importance of consistent school attendance for student success.

Inquiry Area 3: Connectedness

SMART Goal 2: By June 2027, increase Tier 1 fidelity to at least 85% as measured by the TFI walk-through and AIR MTSS rubric, and reduce out-of-school suspensions (OSS) by 25% for all students, with a 30% reduction for disproportionately impacted student groups. This goal will be achieved through inclusive practices that engage all staff and equitable strategies that address discipline disproportionality.

Aligns with District Goal

Formative Measures: TFI Walk-Through
PBIS SAS (Schoolwide and Classroom Systems)
AIR MTSS (Universal Tier)

Improvement Strategy 1 Details				Status Checks																						
Improvement Strategy 1: PBIS and MTSS <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>* Implement consistent schoolwide behavior expectations and teaching routines. * * *</td><td>Admin</td><td>End of 26-27SY</td></tr><tr><td>2</td><td>Use the PBIS SAS to identify staff perceptions of Tier 1 implementation gaps in both school-wide and classroom.</td><td>Admin</td><td>End of 26-27SY</td></tr><tr><td>3</td><td>Conduct monthly data reviews to monitor discipline disproportionality. Tools Used: TFI Walk-Through PBIS SAS (Schoolwide and Classroom Systems) AIR MTSS (Universal Tier)</td><td>Admin</td><td>End of 26-27SY</td></tr><tr><td>4</td><td>Certified staff will participate in Conscious Discipline Book Study.</td><td>Admin</td><td>End of 26-27SY</td></tr></table> Position Responsible: Admin Resources Needed: N/A Evidence Level Level 1: Strong: PBIS and MTSS Problem Statements/Critical Root Cause: Connectedness 2				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	* Implement consistent schoolwide behavior expectations and teaching routines. * * *	Admin	End of 26-27SY	2	Use the PBIS SAS to identify staff perceptions of Tier 1 implementation gaps in both school-wide and classroom.	Admin	End of 26-27SY	3	Conduct monthly data reviews to monitor discipline disproportionality. Tools Used: TFI Walk-Through PBIS SAS (Schoolwide and Classroom Systems) AIR MTSS (Universal Tier)	Admin	End of 26-27SY	4	Certified staff will participate in Conscious Discipline Book Study.	Admin	End of 26-27SY	Status Check		
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4	Certified staff will participate in Conscious Discipline Book Study.	Admin	End of 26-27SY																							
Nov	Feb	May																								
No Review	No review	No review																								

SMART Goal 2 Problem Statements:

Connectedness

Problem Statement 2: Discipline data show that some WCSD schools are using exclusionary discipline practices (such as suspensions) at higher rates than others, particularly for specific student groups. This pattern limits learning time for affected students and may reflect inconsistencies in how behavior expectations and interventions are applied across schools. **Critical Root Cause:** Limited access to or implementation of tiered behavior supports. Insufficient systems for monitoring and analyzing discipline data to identify and address trends early.

Community Outreach Activities

Activity	Date	Lesson Learned
Meet the Teacher	8/8/25, 8/15/25 (Kindergarten)	Highly attended by families
PTO Meeting	9/9/25, 11/4/25, 2/3/26, 4/21/26	
Family Engagement Committee	10/23/25, 11/17/25, 1/29/26, 2/26/26, 3/19/26, 4/30/26	
Fall Festival	9/30/25	Highly attended. Families enjoyed choir.
Parent conferences	10/24/25-10/30/25	
Bingo Night	1/16/25	
Trunk or Treat	10/21/25	Families are willing to help provide trunks and candy as well as attend.