

Washoe County School District
Double Diamond Elementary School
2025-2026 Status Checks with Notes

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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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) Position Responsible: Teachers, Admin. Evidence Level Level 2: Moderate: MTSS Problem Statements/Critical Root Cause: Student Success 1	Nov: November Lessons Learned Groups are created and teachers work with students monitoring their classroom progress through formative assessments. November Next Steps/Need After iReady, consider how students progressed and determine students who will need to remain in this group, exit the group, or enter the group based on scores as well as classroom performance. Feb: No review February Lessons Learned February Next Steps/Need May: No review May Lessons Learned May Next Steps/Need

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 Position Responsible: Teachers, Admin. Evidence Level Level 2: Moderate: PLC Problem Statements/Critical Root Cause: Adult Learning Culture 1	Nov: November Lessons Learned Tests are aligned to standards and unit and planning for each quarter continues. Re-teaching continues to happen for students not mastering skills. November Next Steps/Need More work to scaffold lessons needed and ensure that SMART goal results are posted. Feb: No review February Lessons Learned February Next Steps/Need May: No review May Lessons Learned May Next Steps/Need

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 Evidence Level Level 1: Strong: PBIS Level 2: Moderate: MTSS Problem Statements/Critical Root Cause: Connectedness 1	Nov: November Lessons Learned MTSS continues. We have met with many families to provide support and have implemented incentives. November Next Steps/Need Work with student council to determine rewards most desired by students. Continue to support families. Feb: No review February Lessons Learned February Next Steps/Need May: No review May Lessons Learned May Next Steps/Need

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: Quarterly Disproportionality Reports
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 Position Responsible: Admin Resources Needed: N/A Evidence Level Level 1: Strong: PBIS Level 3: Promising: MTSS Problem Statements/Critical Root Cause: Connectedness 2	Nov: No Review November Lessons Learned Staff is participating in book study. SAS staff perceptions discussed with leadership team and gaps have been identified. November Next Steps/Need Continue to meet to discuss monthly behavior and potential disproportionality and identify action steps. Feb: No review February Lessons Learned February Next Steps/Need May: No review May Lessons Learned May Next Steps/Need