

Washoe County School District

Lloyd Diedrichsen Elementary School

2025-2026 School Improvement Plan

Classification: 4 Star School

Mission Statement

Communication, coherence, collaboration, care, and celebration.

Vision

Our Vision for Diedrichsen is as Follows:

- v A positive, supportive, and inclusive learning and working environment.
- v Students and staff level up in relationships, skills, and academics.
- v Our community is excited about coming to school and work.
- v Discussions, collaboration, problem-solving solutions, teamwork, and positive attitudes.
- v Sense of belonging, community, and success.

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.)

[LLOYD DIEDRICHSEN ELEMENTARY - Nevada Accountability Portal \(NV.gov\)](#)

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Areas of Strength
1. Overall ELA percentage At or Above Standard increased from 41% to 44%. 2. Overall Math percentage At or Above Standard increased from 31% to 39%. 3. In ELA, our FRL increased from 33% to 36% 4. In math, we had 8% increase in IEP students, 9% increase in FRL, and a 11% increase in EL students who are AT or Above Standard. 5. In math, the proficiency rating increased in all race, ethnicity, and special programs. 6. In ELA, our Catch Up increased by 8%, and Keep Up increased by 27% 7. In Math, our Catch Up increased by 14%, and Keep Up increased by 25% 8. Student major behaviors had a huge drop. The major discipline dropped 14 major discipline events per 100 students. 9. Chronic Absenteeism dropped from 14% to 8%. 10. Overall growth in Access increased 2%.

Student Success Areas for Growth

1. Overall ELA percentage At or Above Standard increased from 41% to 44%.
2. Overall Math percentage At or Above Standard increased from 31% to 39%.
3. In ELA, our FRL increased from 33% to 36%
4. In math, we had 8% increase in IEP students, 9% increase in FRL, and a 11% increase in EL students who are AT or Above Standard.
5. In math, the proficiency rating increased in all race, ethnicity, and special programs.
6. In ELA, our Catch Up increased by 8%, and Keep Up increased by 27%
7. In Math, our Catch Up increased by 14%, and Keep Up increased by 25%
8. Student major behaviors had a huge drop. The major discipline dropped 14 major discipline events per 100 students.
9. Chronic Absenteeism dropped from 14% to 12%.
10. Overall growth in Access increased 2%.
11. In ELA, we had 1% decrease in IEP students and 19% decrease in EL who are AT or Above in Standard.
12. Our science overall percentage dropped from 16% to 9%.
13. The school's focus was in reading in 24-25.
14. Chronic absenteeism did drop below 10%.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	WIDA scores showed we need improvement in speaking and listening.	PD with EL department around speaking and listening strategies for EL students.
Foster/Homeless	N/A	
Free and Reduced Lunch	Students increased proficiency in ELA and Math. The school goal is to continue decreasing non-proficient students.	Continue collective agreements in math and reading. Teachers will do a 2nd year of study in success criteria. The school will be implementing a new math program.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Students increased proficiency in ELA and Math. The school goal is to continue decreasing non-proficient students.	Continue collective agreements in math and reading. Teachers will do a 2nd year of study in success criteria. The school will be implementing a new math program.
Students with IEPs	Students increased proficiency in ELA and Math. The school goal is to continue decreasing non-proficient students.	Students increased proficiency in ELA and Math. The school goal is to continue decreasing non-proficient students.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): At Diedrichsen Elementary, 56% of our students are not proficient in ELA and 61% of our students are not proficient in Math. Teachers need to have a deeper understanding of the literacy knowledge that they are expected to teach. Teachers need to learn that word reading and listening comprehension equals reading comprehension. The school needs to have collective agreements in reading .

Critical Root Cause: Teachers have un-productive beliefs in reading, and teachers need to have a deeper understanding of the literacy skills that they are expected to teach. Teachers were teaching curriculum with low relevance and low rigor. The school needs to have collective agreements in reading to have cohesiveness to decrease the number of students who are not proficient. Students have limited eyes on text. Students need to have explicit teaching in writing. Students need to be taught Science.

Adult Learning Culture

Adult Learning Culture Areas of Strength

- 1. The climate survey for staff showed an increase in expectations of success and quality of WCSD.
- 2. Diedrichsen staff had PD around and a school-wide book study of Shifting the Balance and The Teacher Clarity Playbook.
- 3. We currently have two Deans. A SIP Dean and a regular Dean to support the student and school needs. This has allowed the Principal to delegate tasks to the Deans, allowing the Principal to increase walk-throughs.
- 4. The ELD facilitator is coaching and modeling Ellevation strategies to support our English Language Learners.
- 5. Diedrichsen created collective agreements in mathematics and reading.

Adult Learning Culture Areas for Growth

- 1. In 2024-2025, Diedrichsen gained a general education Dean of Students. The climate survey for staff showed an increase in expectations of success and quality of WCSD.
- 2. Diedrichsen staff had PD around and a school-wide book study of Shifting the Balance and The Teacher Clarity Playbook.
- 3. We currently have two Deans. A SIP Dean and a regular Dean to support the student and school needs. This has allowed the Principal to delegate tasks to the Deans, allowing the Principal to increase walk-throughs.
- 4. The ELD facilitator is coaching and modeling Ellevation strategies to support our English Language Learners.
- 5. Diedrichsen created collective agreements in reading.
- 6. Grade levels were able to spend more time on PLC’s, but many grade levels did not have enough time.
- 7. Diedrichsen does not have cohesiveness between teachers and grade levels in and reading.
- 8. Teachers are shifting from using curriculum as learning targets and using standards as learning targets. Teachers are beginning to identify the uniting concepts for their disciplines, courses, units, and lessons by considering what it is a “study” and how students make connections to learning.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	The data from assessments showed students made growth in ELA and math.	Continue a 2nd year of student success criteria using the book • The Teacher Clarity Playbook.

Student Group	Challenge	Solution
Foster/Homeless	The data from assessments showed students made growth in ELA and math.	Continue a 2nd year of student success criteria using the book The Teacher Clarity Playbook.
Free and Reduced Lunch	The data from assessments showed students made growth in ELA and math.	Continue a 2nd year of student success criteria using the book The Teacher Clarity Playbook.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	The data from assessments showed students made growth in ELA and math.	Continue a 2nd year of student success criteria using the book The Teacher Clarity Playbook.
Students with IEPs	The data from assessments showed students made growth in ELA and math.	Continue a 2nd year of student success criteria using the book The Teacher Clarity Playbook.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Problem Statement Teachers need to strengthen Tier 1 instruction around essential standards. The number of students (86/313) in MTSS in both ELA and Math is a concern. Teachers need to have a deeper understanding of the literacy skills that they are expected to teach. The school needs to have collective agreements in reading to have cohesiveness to decrease the number of students who are not proficient

Critical Root Cause: Critical Root Cause PLC work is centered around the teaching material rather than the intent of the standards. Teachers are remediating instruction instead of intensifying instruction. Diedrichsen teachers need to shift from students working on lessons and activities related to demonstrating understanding to students demonstrating grade-level and mastery of essential standards.

Connectedness

Connectedness Areas of Strength

Diedrichsen has developed a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism.

Diedrichsen has a team that reviews attendance weekly, notifies parents, and sends notices to families.

Diedrichsen collaborates with families to develop individualized attendance plans for students at risk of chronic absenteeism.

Diedrichsen discusses the issue of chronic absences with administrative, leadership, and PBIS team.

Connectedness Areas for Growth

School Goal: By June 2024, we will reduce our chronically absent students to 95%.

The percentage of students identified as chronically absent in the 24-25 school year will decrease by 5% when compared to the 23-24 percent identified as chronically absent.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Dropped below 6%	Continue current strategies for addressing chronic absenteeism.
Foster/Homeless	Dropped below 6%	Continue current strategies for addressing chronic absenteeism.
Free and Reduced Lunch	Dropped below 6%	Continue current strategies for addressing chronic absenteeism.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Dropped below 6%	Continue current strategies for addressing chronic absenteeism.
Students with IEPs	Dropped below 6%	Continue current strategies for addressing chronic absenteeism.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): In 24-25 we reduced our chronic absenteeism from 86% to 90%. In 2024-2025, 10% of the student population was chronically absent.

Critical Root Cause: Diedrichsen needs to celebrate achievements related to improved attendance. Diedrichsen needs to conduct bi-weekly reviews of attendance data to identify students with 2-3 consecutive absences, with 10% or more days absent, with more than one unverified absence.

Priority Problem Statements

Problem Statement 1: At Diedrichsen Elementary, 56% of our students are not proficient in ELA and 61% of our students are not proficient in Math. Teachers need to have a deeper understanding of the literacy knowledge that they are expected to teach. Teachers need to learn that word reading and listening comprehension equals reading comprehension. The school needs to have collective agreements in reading .

Critical Root Cause 1: Teachers have un-productive beliefs in reading, and teachers need to have a deeper understanding of the literacy skills that they are expected to teach. Teachers were teaching curriculum with low relevance and low rigor. The school needs to have collective agreements in reading to have cohesiveness to decrease the number of students who are not proficient. Students have limited eyes on text. Students need to have explicit teaching in writing. Students need to be taught Science.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Problem Statement Teachers need to strengthen Tier 1 instruction around essential standards. The number of students (86/313) in MTSS in both ELA and Math is a concern. Teachers need to have a deeper understanding of the literacy skills that they are expected to teach. The school needs to have collective agreements in reading to have cohesiveness to decrease the number of students who are not proficient

Critical Root Cause 2: Critical Root Cause PLC work is centered around the teaching material rather than the intent of the standards. Teachers are remediating instruction instead of intensifying instruction. Diedrichsen teachers need to shift from students working on lessons and activities related to demonstrating understanding to students demonstrating grade-level and mastery of essential standards.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: In 24-25 we reduced our chronic absenteeism from 86% to 90%. In 2024-2025, 10% of the student population was chronically absent.

Critical Root Cause 3: Diedrichsen needs to celebrate achievements related to improved attendance. Diedrichsen needs to conduct bi-weekly reviews of attendance data to identify students with 2-3 consecutive absences, with 10% or more days absent, with more than one unverified absence.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Criterion-Referenced Test in Mathematics
- Curriculum Based Measures
- End-of-Unit Assessments
- Grades
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Other
 - i-Ready

Adult Learning Culture

- Action research results
- Administrator evaluation
- Coaching Logs
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Walk-through data
- Other
 - i-Ready Data

Connectedness

- Attendance
- Behavior
- Demographic data
- PBIS/MTSS data
- Other
 - BIG Attendance Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By Spring 2026, Diedrichsen ES will decrease the number of students that are one grade level behind in i-Ready ELA by 15%.
 By Spring 2026, Diedrichsen ES will decrease the number of students that are one grade level behind in i-Ready Math by 17%.
 By Spring 2026, Diedrichsen ES will increase the number of students that are proficient in Science as measured by SBAC to 20%.

Aligns with District Goal

- Formative Measures:** * iReady Reading and Math K-5
 * Teacher Frequent Formative Common Assessments
 * Walkthrough Data
 * Teacher Lesson Plans
 * Big Reports

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Action Steps: The team will review data points from iReady, classroom formative assessments, student work, and curriculum assessments to determine if the classroom instruction and interventions are aligning to school mission of ensuring student success. Implement structured weekly PLC meetings with explicit agendas to discuss instructional practices, student data, and components of The Teacher Clarity Playbook. Analyze and dissect grade level subject standards to determine appropriate rigor of instruction. Within PLC meeting, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs. Lesson plans will identify formative assessments that will be used to inform and adjust instruction. Implement peer observation and feedback protocols and share observation takeaways during PLC meetings to promote continuous improvement.	Principal				
Position Responsible: Principal						
Evidence Level Level 2: Moderate: PLC						
Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: At Diedrichsen Elementary, 56% of our students are not proficient in ELA and 61% of our students are not proficient in Math. Teachers need to have a deeper understanding of the literacy knowledge that they are expected to teach. Teachers need to learn that word reading and listening comprehension equals reading comprehension. The school needs to have collective agreements in reading . Critical Root Cause: Teachers have un-productive beliefs in reading, and teachers need to have a deeper understanding of the literacy skills that they are expected to teach. Teachers were teaching curriculum with low relevance and low rigor. The school needs to have collective agreements in reading to have cohesiveness to decrease the number of students who are not proficient. Students have limited eyes on text. Students need to have explicit teaching in writing. Students need to be taught Science.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By spring assessments, 100% of teaching staff will actively engage and implement ongoing professional learning focused on Teacher Clarity and systems around MTSS and PBIS as measured by walkthrough data.

Aligns with District Goal

Formative Measures: * i-Ready assessment will allow teachers to inform teaching and learning through deep insights into students' strengths and areas for targeted instruction and provides a full picture of student growth, with measures to help put students on a path toward grade-level proficiency.

- * PLC Data
- * Student Growth Achievement Data
- * BIG Reports
- * Walk-through observation data.
- * MTSS Data
- * Teacher Observation Data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Teacher Clarity/MTSS:				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Action Steps * Master and Specials schedule that allows for 1 hour of collaborative meeting time each week for each grade level not using Wednesday early release. * Professional Development about the science of reading and studying the SBAC Claims. * Doing a school-wide book study on "Shifting the Balance" and Teacher Clarity Play Book." * Creating a school-wide collective agreement around teaching reading. Teachers will work vertically in their grade-levels to establish high levels of reading teaching practices. * Track Common Formative Assessments per grade level to measure progress toward mastery by the end of the year. * Adding attendance to our MTSS tier system.	Principal	SY 2026	No review	No review	No review
Position Responsible: Principal						
Evidence Level Level 3: Promising: MTSS/Teacher Clarity						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Problem Statement Teachers need to strengthen Tier 1 instruction around essential standards. The number of students (86/313) in MTSS in both ELA and Math is a concern. Teachers need to have a deeper understanding of the literacy skills that they are expected to teach. The school needs to have collective agreements in reading to have cohesiveness to decrease the number of students who are not proficient **Critical Root Cause:** Critical Root Cause PLC work is centered around the teaching material rather than the intent of the standards. Teachers are remediating instruction instead of intensifying instruction. Diedrichsen teachers need to shift from students working on lessons and activities related to demonstrating understanding to students demonstrating grade-level and mastery of essential standards.

Inquiry Area 3: Connectedness

SMART Goal 1: School Goal: By June 2026, we will reduce our chronically absent students from 7% to 5%.

Aligns with District Goal

Formative Measures: *School Climate Data (Engagement, Safety, Social and Emotional Competence)

*Chronic Absenteeism

*Discipline Data (suspensions, expulsions, avg. # of instructional days missed)

*BIG discipline data

*Attendance monitoring

*PBIS class point sheet

*Class dojo points

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PBIS				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Action Steps: Strengthening our school attendance by engaging families, celebrating achievements, and monitoring student absenteeism. Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents. Create and implement a system of incentives and recognition for students and families who demonstrate improved attendance. Celebrate achievements related to improved attendance. Establish a plan to ensure that each student is greeted by an adult at the start of each day. Conduct bi-weekly reviews of attendance data to identify students with 2-3 consecutive absences, with 10% or more days absent, with more than one unverified absence. Form attendance team to coordinate efforts to develop individualized attendance contracts/agreements with students identified through the bi-weekly attendance reviews.	Principal				
Position Responsible: Principal						
Evidence Level Level 2: Moderate: PBIS						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: In 24-25 we reduced our chronic absenteeism from 86% to 90%. In 2024-2025, 10% of the student population was chronically absent. **Critical Root Cause**
: Diedrichsen needs to celebrate achievements related to improved attendance. Diedrichsen needs to conduct bi-weekly reviews of attendance data to identify students with 2-3 consecutive absences, with 10% or more days absent, with more than one unverified absence.

Community Outreach Activities

Activity	Date	Lesson Learned
Parent Meet and Greet	August 9th	Well attended and informative.
Back to School Night	August 27th	Having food trucks brought in higher attendance. Having a scavenger hunt allowed families to tour the entire school.
PTO Kick-Off	September 10th.	This event brought in new families. Having the PTO board meet prior to the meeting allows more members to feel included.
Family Book Night	October 22nd.	More advertising for volunteers.
Kinder Open House	March 11th	Having C&I available allowed for a bigger attendance.
Parent Reading & Math Night	April 22nd	We might have better attendance if we split into two events.