

Washoe County School District

Double Diamond Elementary School

Classification: 4 Star School

≥ 10% of enrolled students are English Learners

2026-2027 School Improvement Plan

District Approval Date:
October 14, 2026

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!

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Comprehensive Needs Assessment

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 39%, and for math from 8% to 38%. Students in most grade levels have shown high growth for reading and math, and some 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, our chronic absenteeism dropped to 10.04%.

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%.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students may be demonstrating lower rates of proficiency in reading and math compared to their peers due to the simultaneous demands of developing academic language and mastering grade-level content, resulting in slower progress toward proficiency in both literacy and mathematical reasoning.	Continued assistance with teachers, EL assistant to work on classroom assignments in English using ELL strategies.
Foster/Homeless	Gaps in proficiency for students experiencing foster care or homelessness are sometimes linked to disruptions in access, stability, and consistent instruction.	By creating predictable, relationship-centered environments and ensuring equitable access to grade-level learning, we can significantly improve outcomes. Additionally, ensure students are caught up on work and have time to learn concepts to maintain progress toward standard proficiency.

Student Group	Challenge	Solution
Free and Reduced Lunch	Students come to school with diverse linguistic, cultural, and experiential backgrounds. Some students—may have had fewer opportunities for exposure to certain academic vocabulary and background knowledge tied to school-based content.	To ensure equitable access, teachers can proactively build and activate background knowledge and explicitly teach key vocabulary at the start of lessons so all students can fully engage with grade-level content.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Differences in proficiency among racial and ethnic groups are sometimes linked to opportunity gaps including access to rigorous instruction, culturally relevant curriculum, and academic language development.	Intentionally designing instruction that builds background knowledge, affirms student identities, and ensures equitable access to grade-level content.
Students with IEPs	Students 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	Critical Root Cause
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.	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.
2★ State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Adult Learning Culture

Areas of Strength

Beginning in the 23-24 school year our school began to implement the science of reading phonemic awareness and phonics. We have had numerous employees take LETRS training, and we have done several book studies around implementing the science of reading. We have seen improvement in these areas through our iReady data, especially in grades K-2, on foundational skills of phonemic awareness, phonics and high frequency words. Additionally, 71% of staff agree there is a strong sense of teamwork at DDES and 70% of staff agree that school leadership makes sure staff are involved in making decisions that affect this school according to the climate survey, and this is another opportunity for them to make decisions that will impact our classrooms and students.

Areas for Growth

Although we have seen improvement in our reading scores in phonemic awareness, phonics and high frequency words, we have not seen the same level of improvement in vocabulary or reading comprehension. As a school, our increase in vocabulary to proficiency was 23% on iReady during the school year. The average increase for K-2 was 35% while grades 3-5 was only 15% to proficient levels. Additionally, our overall reading comprehension was an increase of 25% toward proficiency, with our K-1 comprehension scores increasing 43.5% to proficiency throughout the year while 2-5 increased only 20%.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students who are learning English may have limited exposure to vocabulary.	Providing EL students with vocabulary prior to reading and math lessons paired with visual supports will help students extend their vocabulary and allow them to have greater understanding in reading and math. Additionally, access to pocket talks and bilingual dictionaries will allow our English language learners to access more unfamiliar words.
Foster/Homeless	Students who have experienced interrupted schooling may have gaps in vocabulary and limited exposure to consistent academic language.	Foster and homeless students will be given access to specific vocabulary routines and materials such as word banks, personal vocabulary journals, and repeated review of roots/affixes for reference to create consistency and reinforce learning.

Student Group	Challenge	Solution
Free and Reduced Lunch	Students from economically disadvantaged backgrounds may have had fewer opportunities for extended academic vocabulary exposure and access to some experiences.	Students will receive both vocabulary and additional background knowledge prior to the start of a topic using videos or readings.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Students may experience vocabulary instruction that lacks connection to their cultural or linguistic backgrounds, which can limit engagement and understanding.	Providing small-group or individual vocabulary support that incorporates culturally relevant examples and contexts will help make learning more meaningful. Pre-teaching vocabulary using connections to students' lived experiences, community, and prior knowledge will strengthen comprehension.
Students with IEPs	Students with IEPs may require additional support with processing, retaining, and applying new vocabulary.	Students will receive explicit vocabulary with a focus on breaking words into roots, prefixes, and suffixes to help make word meanings more accessible. Using multisensory strategies such as visual aids, manipulatives (word-building cards), and repeated practice will support retention.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement	Critical Root Cause
1 ★ While foundational reading skills (phonemic awareness, phonics, and high-frequency words) have improved, student growth in vocabulary and reading comprehension has lagged, particularly in grades 2-5.	Instructional practices have more effectively supported early foundational skills than the explicit development of vocabulary and comprehension, especially in intermediate grades, resulting in inconsistent emphasis on vocabulary development, building background knowledge, academic language, and complex text understanding needed for sustained reading growth in grades 2-5.

★ = Priority

Connectedness

Areas of Strength

In the 25-26 school year our chronic absenteeism decreased from 11.5 % to 10.04%. Students were eager to earn rewards for attendance, and our MTSS team monitored students closely. Classrooms provided class incentives and student council provided reward suggestions. Families were contacted for students with chronic absenteeism.

Areas for Growth

Although we made a little improvement, teachers were inconsistently involved in reaching out to families when absences were noticed. Additionally, we need to start addressing chronic absenteeism with students identified by data from the previous year(s) immediately in the school year to avoid absences.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Families may have difficulties communicating with the office and teacher.	We will use communications that can be translated, an interpreter, translation app or Pocket Talk to communicate with families around attendance.
Foster/Homeless	Families may need assistance with transportation.	Counselor will need to work closely with CIT office to ensure students have access to transportation.
Free and Reduced Lunch	Students from economically disadvantaged backgrounds often face external barriers that make consistent school attendance more difficult.	The counselor will reach out to students to see if they have specific needs to help provide resources and wrap-around supports to address needs.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Students from racial and ethnic minority groups may experience attendance challenges due to factors such as a lack of representation in curriculum, cultural disconnects, or a reduced sense of belonging within the school environment.	Staff will create culturally responsive learning experiences that reflect students' identities and connect to their lived experiences. Additionally, staff will create proactive, welcoming communication with families to build trust and connection.
Students with IEPs	Students with IEPs may experience higher absenteeism due to academic frustration, anxiety, health-related needs, or inconsistent access to accommodations and supports.	Ensure that IEPs are written collaboratively with family to address individual student needs and ensure that the IEP is consistently implemented.

Problem Statements Identifying Connectedness Needs

Problem Statement	Critical Root Cause
1 ★ Chronic absenteeism has been reduced to 11.52%. However we would like to continue to see a decrease to 9% or less.	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.
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.	Limited access to or implementation of tiered behavior supports. Insufficient systems for monitoring and analyzing discipline data to identify and address trends early.

★ = Priority



Priority Problem Statements

Problem Statement

Critical Root Cause

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.

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.

2★

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

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.

3★

Discipline data show that some WUSD 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.

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

4★

State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.

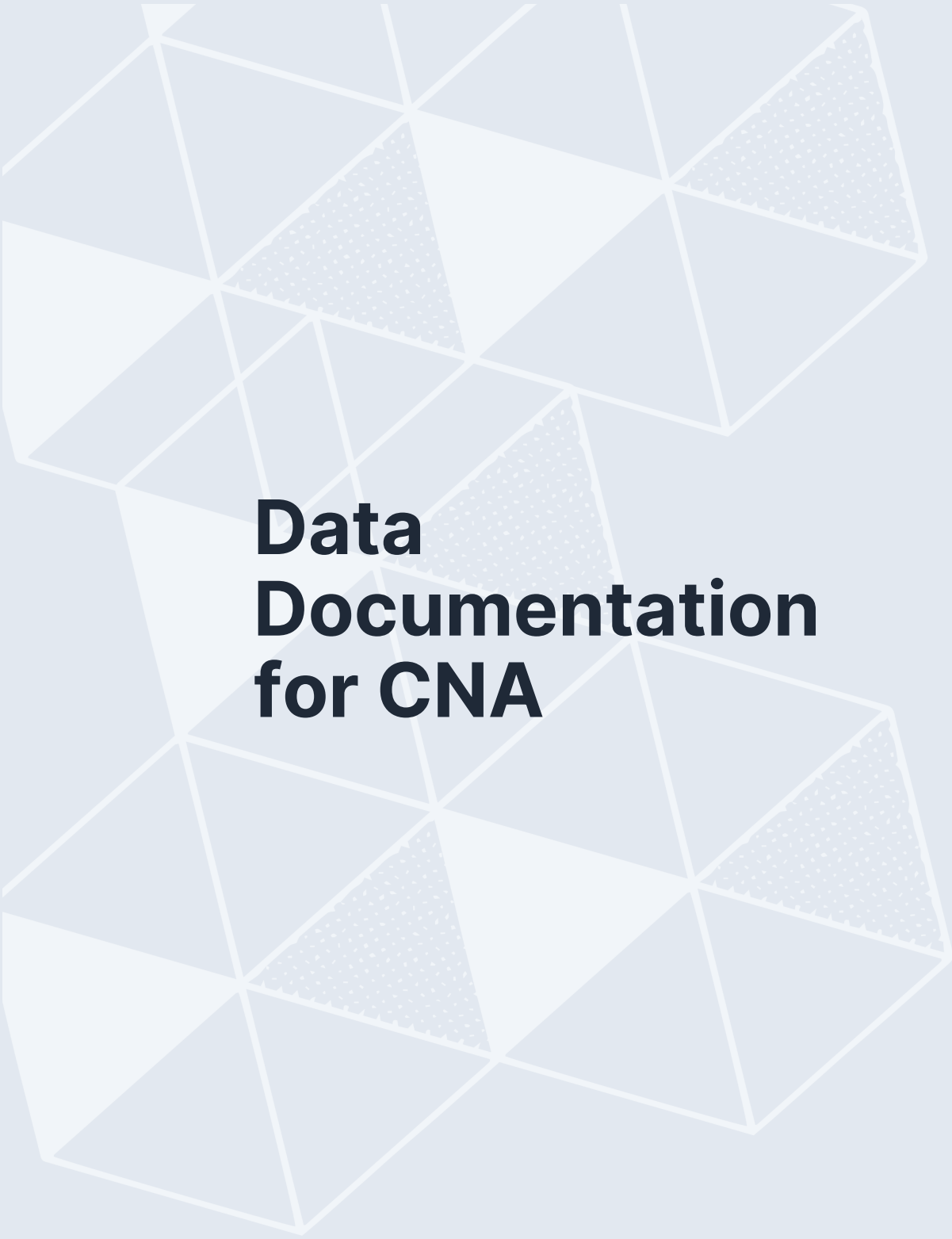
The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

5★

While foundational reading skills (phonemic awareness, phonics, and high-frequency words) have improved, student growth in vocabulary and reading comprehension has lagged, particularly in grades 2-5.

Instructional practices have more effectively supported early foundational skills than the explicit development of vocabulary and comprehension, especially in intermediate grades, resulting in inconsistent emphasis on vocabulary development, building background knowledge, academic language, and complex text understanding needed for sustained reading growth in grades 2-5.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- ☒ I-Ready
- ☒ Student Climate Survey, Student Voice
- ☒ WIDA ACCESS for ELLs
- ☒ Other

Adult Learning Culture

- ☒ Action research results
- ☒ Professional learning communities (PLC) data/agenda/notes
- ☒ Staff surveys and/or other feedback
- ☒ Other

Connectedness

- ☒ Attendance



Inquiry Areas

Inquiry Area 1

Student Success

SMART Goal 1

AB 335 EL Goal: By the end of school year 2026-27, 90% EL students at Double Diamond Elementary who are projected to meet English learner exit criteria based on their 2025-26 ACCESS assessment scores will successfully achieve reclassification (exit status) by meeting or exceeding the required composite proficiency levels.

Improvement Strategy 1

PLC's: Use of ELLevation

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Training on ELLevation Platform from Dept. of ELD Addition of language strategies from ELLevation document on PLC note taker	ELF	Fall 2026	

Position Responsible: Principal, ELF

Resources Needed: ELF training site

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Student Success 2

Status Checks

November

February

May

Improvement Strategy 2

ELF focus on building teacher capacity

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Co-teaching cycles with ELF implemented based on student/staff needs * Reflection on impact of ELF Model using ELD Language Learning Walk Tool to discuss with leadership team.	Admin	Fall & Spring	

Position Responsible: Administration and ELF

Resources Needed: Learning walk tool

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Student Success 1, 2

Status Checks

November

February

May

Improvement Strategy 3

PLC's: Deep data dive to identify skills focus for each student *

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Strategic placement of ELs on trajectory to exit with teachers who are highly trained in the skill/domain that matches needed language skill for exiting. * Language focus on artifacts when in PLC to check on targeted student progress	Teachers	Weekly	

Position Responsible: Admin, Teachers, ELF

Resources Needed: Formative assessments

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Student Success 1, 2

Status Checks

November

February

May

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement	Root Cause
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.	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.
2 State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2

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 (2026) to the end of year measurement (2027). Additionally, at each grade level, the number of students who are 1 grade level below in the fall of 2026 will decrease by 50% in spring of 2027, and these students will move to the early on or mid/above grade level categories as measured by iReady in both reading and math.

Formative Measures: iReady diagnostics, common formative assessments.

Improvement Strategy 1

i-Ready

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will identify students needing additional skill practice using iReady and classroom assessments.	Teachers	Sept. 2026	
2	Teachers will provide small group instruction to provide skill support for students needing additional supports identified.	Teachers	Sept-June 26-27	
3	Teachers will monitor progress of individual students for summative tests as well as MOY iReady and track student progress.	Teachers	Sept.-June 26-27	

Position Responsible: Admin./Teachers

Resources Needed: iReady data, time to review data at PLCs

Evidence Level

Level 3: Promising:

i-Ready

Problem Statements: Student Success 1

Status Checks

November

February

May

SMART Goal 2 Problem Statements Identifying Student Success

Problem Statement

Root Cause

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.

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 Planning and Assessment Cycle to plan and implement new systems for pre-teaching vocabulary. Students will increase at or above grade level proficiency in each grade level by 35% from beginning to end of year iReady tests.

Formative Measures: iReady data, pre/post test data, common formative assessments

Improvement Strategy 1

PLCs

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 2026-27	

Position Responsible: Teachers, Admin.

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Adult Learning Culture 1

November

February

May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement	Root Cause
1 While foundational reading skills (phonemic awareness, phonics, and high-frequency words) have improved, student growth in vocabulary and reading comprehension has lagged, particularly in grades 2-5.	Instructional practices have more effectively supported early foundational skills than the explicit development of vocabulary and comprehension, especially in intermediate grades, resulting in inconsistent emphasis on vocabulary development, building background knowledge, academic language, and complex text understanding needed for sustained reading growth in grades 2-5.

Inquiry Area

3

Connectedness

SMART Goal 1

Decrease student chronic absenteeism by 2% by the end of the 2026-2027 school year.

Formative Measures: IC and BIG attendance data

Improvement Strategy 1

MTSS/PBIS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 2026-27	

Evidence Level

Level 1: Strong:

PBIS

Level 2: Moderate:

MTSS

Problem Statements: Connectedness 1

Status Checks

November

February

May

SMART Goal 1 Problem Statements Identifying Connectedness

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

SMART Goal 2

By June 2027, 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.

Formative Measures: Quarterly Disproportionality Reports
PBIS SAS (Schoolwide and Classroom Systems)

Improvement Strategy 1

PBIS and MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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	

Position Responsible: Admin

Resources Needed: N/A

Evidence Level

Level 1: Strong:
PBIS

Level 3: Promising:
MTSS

Problem Statements: Connectedness 2

Status Checks

November

February

May

SMART Goal 2 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

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.

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 Night	August 7, 2026	Families like to meet teacher in advance
Community Playdate	8/31/26, 3/16/27, 4/27/26	Attendees enjoyed meeting each other
Fall Festival	September 29, 2026	
Trunk or Treat	October 27, 2026	
Academic Night	January 26, 2027	
Family Dance Night	February 16, 2027	
Art Walk	May 18, 2027	