

Clark County School District

Blue Diamond ES

2026-2027 Status Checks with Notes

Accreditation Status

Accredited



District Approval Date: June 17, 2026

Mission Statement

All stakeholders in our Blue Diamond community are dedicated to cultivating well-rounded individuals in a supportive and engaging learning environment that empowers each child to embrace diversity, nurture academic and social/emotional growth, while instilling a lifelong love of learning.

Vision

Our vision is to create an inspiring and inclusive learning environment of compassionate, innovative global learners who are college and career ready.

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 https://nevadareportcard.nv.gov/DI/nv/clark/blue_diamond_elementary_school/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: At least 83% of students will meet or exceed their math typical growth goal as measured by the spring 2027 iReady diagnostic assessments. At least 92% of students will meet or exceed their reading typical growth goal as measured by the spring 2027 iReady diagnostic assessments. (Academic Excellence: Inclusive Classrooms that Support Every Learner, Academic Excellence: Strong Readers, Writers, and Communicators, Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Aligns with District Goal

Formative Measures: In order to monitor progress towards these goals, all students will be using common HMH summative assessments, Core 95 Phonics Screener, FastBridge for fluency, as well as iReady diagnostics and individual learning path data

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Increase consistency in providing differentiated Tier 1 instruction in reading and math with appropriate scaffolds. Position Responsible: Principal Resources Needed: enVision 2.0 Curriculum (District Provided) Data from iReady assessments, summative assessments, and other schoolwide formative assessments (Provided by AARSI) Reading program - HMH into Reading V3 and 95 Core Phonics (District Provided) Evidence Level Level 1: Strong: 95 Core Phonics Program Level 2: Moderate: HMH Into Reading V3 Level 3: Promising: EnVision 2020 Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned Our goal was created for the new iReady INFORM reading assessment. We focused our goal on students meeting or exceeding their growth targets for each interval of instruction as measured by the benchmark INFORM assessment data. As of now, we have baseline data only (growth data to be available when students complete the winter assessment) and have learned that approximately 45% of students have scored on or above grade level, including 21% performing on or above grade level and 24% performing early on grade level. An additional 55% of students are performing one grade level below. These data indicate a need to continue strengthening Tier I instruction while providing targeted/differentiated support to accelerate students who are approaching grade-level proficiency. A 5-percentage-point increase in students performing on or above grade level will be used as an interim growth target for the winter assessment. October Next Steps/Need Moving forward, we will continue using i-Ready and common classroom assessment data to provide targeted instruction during grade-level intervention blocks and differentiate Tier I instruction, with particular attention to the 55% of students

currently performing one grade level below. Continue monitoring PLCs and bi-weekly learning strategist/CTT collaboration to support data analysis, rigorous standards-aligned planning, and instructional decisions responsive to student needs. Provide ongoing professional learning and support for K-5 teachers related to the PLC model and expectations. Conduct scheduled instructional rounds using our Tier I observation tool and administrative classroom walkthroughs to monitor implementation of differentiated Tier I instruction. Trends identified through PLC monitoring, instructional rounds, and walkthroughs will be used to determine additional professional learning and instructional support needs (through coaching cycles) to guide Tier I adjustments.

Feb: No review

February Lessons Learned

February Next Steps/Need

June:

June Lessons Learned

June Next Steps/Need

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By May 2027, 100% of teachers will participate in professional learning focused on effective PLC+ targeted at the analyze component of the teaching and learning cycle as measured by professional development day agendas and sign-ins and PLC agendas and data collection tool(s). (Academic Excellence: Inclusive Classrooms that Support Every Learner, Academic Excellence: Valued Educators)

Aligns with District Goal

Formative Measures: In order to progress toward this goal, Blue Diamond will utilize Staff Development Day and PLC agendas, feedback surveys, and Look for Tools, as well as data from classroom walkthroughs and instructional rounds

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement structured weekly PLC+ meetings aligned with the Teaching and Learning Cycle. Collaborative teams will analyze formative and summative data to design rigorous tasks and drive targeted, differentiated Tier 1 instruction. Concurrently, administration and instructional strategists will utilize walkthrough and classroom observation data to design and deliver responsive, targeted professional learning. Position Responsible: Principal Resources Needed: Presenters for professional learning sessions Google Form surveys from PL sessions PLC+ observation tools Teacher PLC+ agendas & notes Classroom observation data (Google Forms or FocalPoint tool) Evidence Level Level 2: Moderate: Analyze data in PLC+s Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: In progress October Lessons Learned We have learned that initial implementation of the PLC process indicates that teams are engaging in weekly collaborative planning and data discussions; however, a consistent system for monitoring and documenting implementation of established PLC expectations has not yet been fully implemented. While PLC meetings and artifacts provide evidence of collaboration, a more consistent monitoring process is needed to determine the extent to which teams are regularly analyzing student data, planning differentiated instruction and interventions, monitoring targeted student groups, and reflecting on the impact of instructional decisions. October Next Steps/Need Moving forward, we need to develop and implement a streamlined PLC monitoring tool aligned to the established PLC process and school-wide expectations. Administration will use the tool during PLC observations to gather consistent evidence related to data analysis, differentiated instructional planning, intervention and progress-monitoring practices, and reflective instructional decision making. Trends identified through PLC monitoring, walkthroughs, instructional rounds, and classroom observations will be used to provide targeted feedback, coaching, and professional learning and to monitor progress toward consistent implementation across PLC teams. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease chronic absenteeism from 22% to 17% as measured by FocusED and reported on the NSPF. (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

Aligns with District Goal

Formative Measures: In order to monitor progress towards this goal, we will monitor attendance daily and ensure the steps in our attendance plan are being followed. Corrective action will be taken as needed.

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Utilize school wide incentives and recognition for student attendance to decrease the amount of student absences. This will allow students to have access to quality educational experiences on a consistent basis. Position Responsible: Principal, Counselor, Strategist Resources Needed: Incentives that will motivate students; SGF, IC, attendance tracker, attendance contract Evidence Level Level 3: Promising: Creating a positive school climate and culture Level 4: Demonstrate Rationale: Utilize school wide incentives and recognition for student attendance to decrease the amount of student absences. Problem Statements/Critical Root Cause: Connectedness 1	Oct: In progress October Lessons Learned Decrease chronic absenteeism from 18.4% to 13% as measured by FocusED. Current FocusED data (as of 9/25/26) shows chronic absenteeism is at 17.5%, a decrease from the 18.4% baseline and progress toward the school-wide goal of 13%. The first school-wide recognition for students achieving perfect attendance has been implemented; however, additional components of the attendance plan, including targeted parent contact and the check-in/check-out and mentoring system, have not yet been fully implemented. Current data indicate a need to move from primarily school-wide recognition efforts toward more targeted supports for students demonstrating patterns of chronic absenteeism. October Next Steps/Need In order to monitor progress towards this goal, we will monitor attendance daily and ensure the steps in our attendance plan are being followed. Corrective action will be taken as needed. Continue school-wide attendance incentives and recognition while strengthening implementation of targeted attendance interventions. Begin systematic parent contact for students demonstrating attendance concerns through phone calls, emails, letters, conferences, and wellness checks. Implement the planned check-in/check-out and mentoring system for students requiring additional individualized support. Regularly review FocusED attendance data to identify students needing intervention, monitor response to supports, and adjust attendance strategies as the school works toward the 13% chronic absenteeism goal. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need