

Clark County School District

Blue Diamond ES

2025-2026 School Improvement Plan

Classification: 5 Star School



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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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Consistent K-5 implementation of a master schedule that protects Tier 1 and Tier 2 instructional time for all students.

According to Spring 2025 MAP data, 95% of students at Blue Diamond are proficient in reading and 95% are proficient in math, which is an increase in both subjects from the previous year.

Panorama survey results show that 92% of students in grades 3-5 feel supported feel through their relationships with friends, family, and adults at school. Our goal is to maintain consistency and increase this result to a goal of at least 95%.

Student Success Areas for Growth

The area for growth is consistently providing differentiated instruction with rigorous standards, purposefully planned higher leveled thinking, and scaffolding tasks. Though all grade level MAP scores showed growth, however we have not yet achieved 100% proficiency. Pooled proficiency is 90% for reading and 95% for math.

Walkthroughs (instructional rounds) and observations show inconsistency in differentiated instruction. Therefore, this remains a goal that will be continuously monitored through weekly classroom observations.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	N/A
Foster/Homeless	Students require social-emotional support, which, while essential, can reduce available time for academic instruction.	The school counselor and social worker will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Student Group	Challenge	Solution
Free and Reduced Lunch	Attendance at school.	Implement attendance incentives and develop school-wide plan to increase school attendance and academic growth.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Providing culturally appropriate professional learning opportunities for staff	<i>Increased frequency of data reviews in order to respond to student needs.</i>
Students with IEPs	N/A	N/A

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Based on classroom observations differentiated instruction is not happening on a consistent basis.

Critical Root Cause: Teachers inconsistently provided differentiated Tier 1 instruction because they are not differentiating instruction.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Staff consistently utilizing Tier 1 Instruction materials, following CCSD pacing guides, and planning for scaffolds and purposeful questioning during instruction.

Adult Learning Culture Areas for Growth

Consistent tier 1 differentiated instruction, aligning rigorous tasks to NVCAS, and improving structures for analyzing data and planning to respond to that during PLCs.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	N/A
Foster/Homeless	Absenteeism, often linked to circumstances such as foster care placement or homelessness, results in students missing critical instructional time.	• The school counselor and social worker will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth. • The Title I HOPE Advocate on campus will coordinate ongoing services and support, and monitor students' attendance, academic, and social/emotional progress.
Free and Reduced Lunch	Consistently analyzing data. Planning for the use of supplemental resources. Providing professional learning opportunities to provide resources and instructional practices.	During PLC meetings, analyze data from this student group and identify supports to use during instruction, Provide opportunities for after-school activities (enrichment), Employ educational personnel who provide services for at-risk students, provide literacy and science resources for at -risk students.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Relatable content and opportunities to interact with peers	During PLC meetings, analyze data from this student group and identify supports to use during instruction. (scaffolds and differentiation)
Students with IEPs	N/A	N/A

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers need additional guidance and structure to purposely plan for differentiated tier 1 instruction and strategically plan for higher DOK levels through targeted professional development opportunities and consistently analyze data to plan for the differentiated instruction through PLC planning time.

Critical Root Cause: Teachers have inconsistently planned for and provided differentiated Tier 1 instruction, limited planning time, staff absences

Connectedness

Connectedness Areas of Strength

Collaborative staff efforts were consistent with the implementation of our school wide attendance plan surrounding communication with families when students are absent.

Connectedness Areas for Growth

Developing and consistently implementing tiered systems and structures of support with incentives to increase attendance.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	N/A
Foster/Homeless	Due to frequent absences and other factors, some students are performing below grade level as a result of missed instruction.	The Title I HOPE Advocate on campus will coordinate ongoing services and support, and monitor students’ attendance, academic, and social/emotional progress.
Free and Reduced Lunch	Chronic absenteeism, emotional self-regulation	Increased student attendance will provide more consistent instruction for this group. Weighted Funds employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students. Implement a school-wide attendance plan with incentives and outreach.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	cultural disconnect from the curriculum	Increased student attendance will provide more consistent instruction for this group. Weighted Funds employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk students.
Students with IEPs	N/A	N/A

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Blue Diamond has a population of students that are habitually absent which is negatively impacting their academic and social progress and development. Chronic absenteeism for the 2024- 2025 school year was 26%.

Critical Root Cause: Systems and structures did not adequately combat our ongoing issue of chronic absenteeism. Attendance incentives did not adequately improve student and parent awareness and motivation of the positives of consistent school attendance.

Priority Problem Statements

Problem Statement 1: Based on classroom observations differentiated instruction is not happening on a consistent basis.

Critical Root Cause 1: Teachers inconsistently provided differentiated Tier 1 instruction because they are not differentiating instruction.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers need additional guidance and structure to purposely plan for differentiated tier 1 instruction and strategically plan for higher DOK levels through targeted professional development opportunities and consistently analyze data to plan for the differentiated instruction through PLC planning time.

Critical Root Cause 2: Teachers have inconsistently planned for and provided differentiated Tier 1 instruction, limited planning time, staff absences

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Blue Diamond has a population of students that are habitually absent which is negatively impacting their academic and social progress and development. Chronic absenteeism for the 2024- 2025 school year was 26%.

Critical Root Cause 3: Systems and structures did not adequately combat our ongoing issue of chronic absenteeism. Attendance incentives did not adequately improve student and parent awareness and motivation of the positives of consistent school attendance.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- End-of-Unit Assessments
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Student Climate Survey, Student Voice

Adult Learning Culture

- Lesson Plans
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Staff surveys and/or other feedback
- Walk-through data
- Other
 - MAP Growth assessments, targeted NEPF indicators, self-reflective post-observations
 - Collected FocalPoint data that was analyzed by admin to determine areas of improvement, observation conference
 - Classroom observations and revised post-conference action steps
 - FocalPoint data, lesson plans, Look For Tools, classroom observations and revised post-conference action steps

Connectedness

- Attendance
- Perception/survey data
- Social Emotional Learning Data
- Other
 - CCSD School Climate Survey data
 - Attendance data from FocusEd and Infinite Campus

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Continue to maintain reading and math levels (students above the 60th percentile) at or above the 90% as measured by the spring MAP Assessment in May 2026.

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, MAP Growth Assessment

Aligns with District Goal

Improvement Strategy 1 Details				Reviews																		
Improvement Strategy 1: Increase consistency in providing differentiated Tier 1 instruction in reading and math with appropriate scaffolds. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Admin and Strategists will continue to provide targeted professional development for all teachers on quality tier 1 instruction, focused in differentiation and embedded DOK Levels in instruction.</td><td>Admin (Vasquez), Strategist (Stancliff)</td><td>10/10/25</td></tr><tr><td>2</td><td>Admin will complete class walkthroughs to verify that differentiated tier 1 instruction is evident in every classroom throughout the school year.</td><td>Admin (Vasquez)</td><td>2/6/26</td></tr><tr><td>3</td><td>The learning strategist and IAs will collaborate during weekly PLCs using the MAP Learning Continuum and common classroom assessment data to ensure activities are aligned to the rigor and complexity of the SBAC</td><td>Admin (Vasquez), Strategist (Stancliff)</td><td>10/10/25</td></tr></table> Position Responsible: Principal Resources Needed: enVision 2.0 Curriculum (District Provided) Data from MAP growth assessments, summative assessments, and other schoolwide formative assessments (Provided by AARSI) Reading program - HMH into Reading and 95 Core Phonics (District Provided) iReady Evidence Level Level 1: Strong: 95 Core Phonics Program Level 2: Moderate: HMH Into Reading Level 3: Promising: EnVision 2020 Problem Statements/Critical Root Cause: Student Success 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Admin and Strategists will continue to provide targeted professional development for all teachers on quality tier 1 instruction, focused in differentiation and embedded DOK Levels in instruction.	Admin (Vasquez), Strategist (Stancliff)	10/10/25	2	Admin will complete class walkthroughs to verify that differentiated tier 1 instruction is evident in every classroom throughout the school year.	Admin (Vasquez)	2/6/26	3	The learning strategist and IAs will collaborate during weekly PLCs using the MAP Learning Continuum and common classroom assessment data to ensure activities are aligned to the rigor and complexity of the SBAC	Admin (Vasquez), Strategist (Stancliff)	10/10/25	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline															
				1	Admin and Strategists will continue to provide targeted professional development for all teachers on quality tier 1 instruction, focused in differentiation and embedded DOK Levels in instruction.	Admin (Vasquez), Strategist (Stancliff)	10/10/25															
				2	Admin will complete class walkthroughs to verify that differentiated tier 1 instruction is evident in every classroom throughout the school year.	Admin (Vasquez)	2/6/26															
3	The learning strategist and IAs will collaborate during weekly PLCs using the MAP Learning Continuum and common classroom assessment data to ensure activities are aligned to the rigor and complexity of the SBAC	Admin (Vasquez), Strategist (Stancliff)	10/10/25																			
Oct	Feb	June																				
In progress	No review																					

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Based on classroom observations differentiated instruction is not happening on a consistent basis. Critical Root Cause: Teachers inconsistently provided differentiated Tier 1 instruction because they are not differentiating instruction.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By May 2026, 100% of teachers will participate in professional learning focused on effective PLCs 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).

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

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: PLC meetings will follow a consistent structured PLC aligned with the Teaching and Learning Cycle. During weekly PLC meetings, teachers will unwrap standards, align rigorous tasks, analyze formative and summative data that drives differentiated instructional practices. Admin and strategist(s) will review evidence from walkthrough and classroom observation data to continuously plan for targeted professional learning.				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Administration and/or strategist will plan for and deliver targeted professional learning.	Vasquez-admin, Stancliff-Strategist	10/10/25			
2	Admin will collect and analyze classroom walkthrough data.	Vasquez-admin, Stancliff-Strategist	5/15/26 after each PL			
3	Admin and lead team will collect and analyze classroom walkthrough data.	Vasquez-admin, Stancliff-Strategist	2/23/26			
4	Admin will utilize a PLC Google form and/or Look For tool during PLCs.	Vasquez-admin, Stancliff-Strategist	5/15/26			
5	Admin or strategist will attend weekly PLC meetings all year.	Vasquez-admin, Stancliff-Strategist	10/10/25 check-in			
6	Admin or strategist will engage in consistent coaching all year.	Admin or strategist will attend weekly PLC meetings all year.	3/13/26			
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 PLCs						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Teachers need additional guidance and structure to purposely plan for differentiated tier 1 instruction and strategically plan for higher DOK levels through targeted professional development opportunities and consistently analyze data to plan for the differentiated instruction through PLC planning time. Critical Root Cause: Teachers have inconsistently planned for and provided differentiated Tier 1 instruction, limited planning time, staff absences

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease chronic absenteeism from 26% to 20% as measured by FocusED.

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.

Aligns with District Goal

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.				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Admin and counselor will create a year-long incentive program to encourage students to attend school daily.	Vasquez-Admin, Romero-Counselor	5/15/26			
2	Admin will determine and purchase incentives that will motivate students	Vasquez-Admin	8/31/25			
3	Creation of tiered supports with teacher involvement	Romero-Counselor, Stancliff-Strategist	8/31/25			
4	Check in/check out system: mentoring	Romero-Counselor, Stancliff-Strategist	10/10/25			
5	Ensure consistent implementation fo the attendance plan (monthly)	Romero-Counselor, Stancliff-Strategist	10/10/25			
6	Attendance contract with parents included, home visits/truancy officer, TPOP referrals	Vasquez-Admin, Romero-Counselor	10/10/25			
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						

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Blue Diamond has a population of students that are habitually absent which is negatively impacting their academic and social progress and development. Chronic absenteeism for the 2024- 2025 school year was 26%. **Critical Root Cause:** Systems and structures did not adequately combat our ongoing issue of chronic absenteeism. Attendance incentives did not adequately improve student and parent awareness and motivation of the positives of consistent school attendance.

Plan Notes

Funding Source	Amount	Purpose for which funds are used	Applicable Goals
General Funds Allocation	\$761,952.82	staffing, professional development, supplies, after-school enrichment clubs, facilities, PBIS incentives	student success, connectedness, adult learning culture
At-Risk Weighted Allocation	\$4,438.96	staffing	student success, connectedness, adult learning culture
EL Weighted Allocation	\$1,167.61	staffing	student success, connectedness, adult learning culture
General Carry Forward	\$139,118.27	staffing, professional development, supplies, after-school enrichment clubs, facilities, PBIS incentives	student success, connectedness, adult learning culture
At-Risk Weighted Allocation	\$57.33	staffing	student success, connectedness, adult learning culture
EL Weighted Carry Forward	\$		
Title IA	\$		

School Continuous Improvement Team

Team Role	Name	Position
CI Team	Christina Babitz	Teacher
SOT	Andrea Micco	Parent
SOT	Donna McCue	Support Staff
SOT	Guy Pinjuv	Parent
SOT	Gary McLaughlin	Parent
SOT	Michelle Velarde	Teacher
CI Team Lead	Debra Stancliff	Responsible Teacher
Required	Christine Vasquez	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT	August 26, 2025	Mrs. Stancliff reviewed the SIP with SOT members
Open House	September 10, 2025	Teachers shared information with families during teacher presentation rotations.