Clark County School District

Blue Diamond ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 5 Star School

District Approval Date: October 15, 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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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 the spring 2026 iReady diagnostic assessment data, 87% of students at Blue Diamond met their typical growth goal for reading and 78% have met their typical growth goal for math.

Panorama survey results show that 100% of students in grades 3-5 feel supported through their relationships with friends, family, and adults at school.

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 many students are meeting their grade iReady growth goals, we have not yet achieved 100% of students meeting their goal. Pooled proficiency of meeting growth goals is 87% for reading and 78% for math.

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

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A (No EL students enrolled)	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 (No migrant or Title 1 students enrolled)	N/A
Racial/Ethnic Minorities	Providing culturally appropriate professional learning opportunities for staff.	*Increased frequency of data reviews in order to respond to student needs.*
Students with IEPs	N/A (No IEP students)	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: Regular classroom observations reveal inconsistent application of differentiated Tier 1 strategies, highlighting a need for targeted support in designing flexible instruction that meets all students' academic needs.

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		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 1: Increase consistency in providing differentiated Tier 1 instruction in reading and math with appropriate scaffolds.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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)	10/10/26	
2	Admin will complete class walkthroughs to verify that differentiated tier 1 instruction is evident in every classroom throughout the school year.	Admin (Vasquez)	2/8/27	
3	The learning strategist and IAs will collaborate during weekly PLC+ using common classroom assessment data to ensure activities are aligned to the rigor and complexity of the SBAC	Admin (Vasquez), Strategist (Stancliff)	10/10/26	

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

Adult Learning Culture

Adult Learning Culture Areas of Strength

Staff consistently utilizing Tier 1 instructional materials, following CCSD pacing guides, and consistently collaborating with grade-level team members during weekly PLCs.

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 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

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		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

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.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administration and/or strategist will plan for and deliver targeted professional learning.	Vasquez-admin, Stancliff-Strategist	10/08/26	
2	Admin will collect and analyze classroom walkthrough data.	Vasquez-admin, Stancliff-Strategist	5/14/27 after each event	
3	Admin and lead team will collect and analyze classroom walkthrough data.	Vasquez-admin, Stancliff-Strategist	2/19/27	
4	Admin will utilize a PLC+ Google form and/or Look For tool during PLC+ meetings.	Vasquez-admin, Stancliff-Strategist	5/14/27	
5	Admin or strategist will attend weekly PLC+ meetings all year.	Vasquez-admin, Stancliff-Strategist	05/14/27 check-in	
6	Admin or strategist will engage in consistent coaching all year.	Admin or strategist will attend weekly PLC meetings all year.	5/14/27	

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

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 that includes engaging parents to promote the importance of positive attendance for students.

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 can negatively impacting their academic and social progress and development. Chronic absenteeism for the 2025- 2026 school year was 22%.
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.

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		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

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.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Admin and counselor will create a year-long incentive program to encourage students to attend school daily.	Vasquez-Admin, Romero-Counselor	5/15/27	
2	Admin will determine and purchase incentives that will motivate students	Vasquez-Admin	8/31/26	
3	Creation of tiered supports with teacher involvement	Romero-Counselor, Stancliff-Strategist	8/31/26	
4	Ensure consistent implementation of the attendance plan (monthly)	Romero-Counselor, Stancliff-Strategist	10/10/26	
5	Attendance contract with parents included, home visits/truancy officer, TPOP referrals	Vasquez-Admin, Romero-Counselor	10/10/26	
6	Provide all families with official CCSD-approved notification materials regarding attendance policies and illness criteria. This resource will serve as a standardized reference sheet to help families make informed decisions about health-related absences and reduce preventable truancy.	Admin, school nurse Stancliff-Strategist	08/10/26	
7	Standardize enhanced environmental cleaning and disinfecting routines in all school facilities to maintain a healthy learning environment and proactively combat seasonal illnesses.	custodian	05/20/2027	

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

Priority Problem Statements

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

Critical Root Cause 1: Regular classroom observations reveal inconsistent application of differentiated Tier 1 strategies, highlighting a need for targeted support in designing flexible instruction that meets all students' academic needs.

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 can negatively impacting their academic and social progress and development. Chronic absenteeism for the 2025- 2026 school year was 22%.

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
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Other
    - iReady growth data

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

Connectedness

- Attendance
- Perception/survey data
- Social Emotional Learning Data

Plan Notes

Funding Source	Amount	Purpose for which funds are used	Applicable Goals
General Funds Allocation	$761,952.82	Staffing, supplies, professional development, after-school enrichment clubs, facilities, PBIS incentives	Student Success, Connectedness, Adult Learning Culture
At-Risk Weighted Allocation	$4,438.96	Staffing	Student Success, Connectedness
EL Weighted Allocation	$1,167.61	Staffing	Student Success, Connectedness
General Carry Forward	$139,118.27	Staffing, supplies, facilities, professional development, PBIS incentives, after-school enrichment clubs	Student success, Connectedness, Adult Learning Culture
At-Risk Weighted Allocation	$57.33	Staffing	Student Success, Connectedness

School Continuous Improvement Team

Team Role	Name	Position
CI Team Lead	Debra Stancliff	Responsible Teacher
SOT	Jennifer Johnson	Support Staff
SOT	Gary McLaughlin	Parent
SOT	Andrea Micco	Parent
SOT	Kyle Townsend	Parent
SOT	Michelle Velarde	Teacher
Required	Christine Vasquez	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT	05/21/26	Through our community outreach efforts, we learned that strong relationships continue to be the foundation for our successful school community. As a small school, maintaining open communication and creating opportunities for families to connect with staff helped strengthen trust and engagement as we worked toward our student success and connectedness goals in particular (chronic absenteeism). We found that personalized outreach and community partnerships were especially effective in supporting student success and increasing participation in school activities. Moving forward, we will continue to build on these relationships, seeking family input, and providing meaningful opportunities for collaboration between the school and community.
Staff Meeting	08/7/2026	The staff understood the goals and action steps needed to implement the plan.
SOT Meeting	08/20/2026	