# Clark County School District

# Blue Diamond ES

Classification: 5 Star School

Accreditation Status:
Accredited

# 2026-2027 School Improvement Plan

District Approval Date:
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# 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.

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# Comprehensive Needs Assessment

# 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.*

## 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.*

## 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. |
| **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 |

| Student Group | Challenge | Solution |
| --- | --- | --- |
| **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 | Critical Root Cause |
|---|---|---|
| 1 ★ | Based on classroom observations differentiated instruction is not happening on a consistent basis. | 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. |

★ = Priority

# 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.*

## 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.

## 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.<br>• The Title I HOPE Advocate on campus will coordinate ongoing services and support, and monitor students' attendance, academic, and social/emotional progress. |

| Student Group | Challenge | Solution |
| --- | --- | --- |
| **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. |
| **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 | Critical Root Cause |
|---|---|---|
| 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. | Teachers have inconsistently planned for and provided differentiated Tier 1 instruction, limited planning time, staff absences |

★ = Priority

# 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.

## 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.*

## 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 | Critical Root Cause |
|---|---|---|
| 1 ★ | 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%. | 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

# Priority Problem Statements

| | Problem Statement | Critical Root Cause |
|---|---|---|
| 1 ★ | Based on classroom observations differentiated instruction is not happening on a consistent basis. | 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. |
| 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. | Teachers have inconsistently planned for and provided differentiated Tier 1 instruction, limited planning time, staff absences |
| 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%. | 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

# Data Documentation for CNA

# Data Documentation for CNA

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

## Student Success

- [x] **End-of-Unit Assessments**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Other**

  iReady growth data

## Adult Learning Culture

- [x] **Lesson Plans**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Staff surveys and/or other feedback**
- [x] **Walk-through data**

## Connectedness

- [x] **Attendance**
- [x] **Perception/survey data**
- [x] **Social Emotional Learning Data**

# Inquiry Areas

# Inquiry Area 1 Student Success

## SMART Goal 1 ☑ Aligns with District Goal

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.

**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

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

### Actions for Implementation

| 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:** Student Success 1

## Status Checks

| October | February | June |
|---|---|---|

## SMART Goal 1 Problem Statements Identifying Student Success

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Based on classroom observations differentiated instruction is not happening on a consistent basis. | 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 2

Adult Learning Culture

## SMART Goal 1

☑ **Aligns with District Goal**

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).

**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

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.

**Actions for Implementation**

| 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:** Adult Learning Culture 1

## Status Checks

**October** **February** **June**

## SMART Goal 1 Problem Statements Identifying Adult Learning Culture

| | Problem Statement | Root Cause |
|---|---|---|
| 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. | Teachers have inconsistently planned for and provided differentiated Tier 1 instruction, limited planning time, staff absences |

# Inquiry Area 3

Connectedness

## SMART Goal 1 ✅ Aligns with District Goal

Decrease chronic absenteeism from 22% to 17% 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.

### 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.

**Actions for Implementation**

| 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:** Connectedness 1

## Status Checks

| October | February | June |
| --- | --- | --- |

## SMART Goal 1 Problem Statements Identifying Connectedness

| | Problem Statement | Root Cause |
| --- | --- | --- |
| 1 | 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%. | 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

# 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 |
| | | | |

# Teams

# Teams

## School Continuous Improvement Team

## Members

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

# 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 | |