

# Clark County School District

## Blue Diamond ES

### 2025-2026 Status Checks with Notes



**District Approval Date:** February 18, 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/](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:** Continue to maintain reading and math levels (students above the 60th percentile) at or above 90% as measured by the spring MAP Assessment in May 2026.

**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, MAP Growth Assessment

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Increase consistency in providing differentiated Tier 1 instruction in reading and math with appropriate scaffolds.</p> <p><b>Position Responsible:</b> Principal</p> <p><b>Resources Needed:</b> 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</p> <p><b>Evidence Level</b> Level 1: Strong: 95 Core Phonics Program Level 2: Moderate: HMH Into Reading Level 3: Promising: EnVision 2020</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> Our goal was based on data from the spring 24-25 MAP assessments. We learned that the data from the fall MAP assessment 25-26 (as of 9/11/25) did not show growth from the spring MAP assessment in math. Our proficient student percentage for reading dropped by 28 percentage points from 100% to 72%. Our percentage of students proficient in math decreased by 12 percentage points from 94% to 72%. Our data shows evidence that consistent scaffolding and differentiation in small groups are paramount in closing academic gaps for our students. Therefore, we will continue with our student success goal to increase our proficiency in math and reading from 72% to at or above 90% proficiency.</p> <p><b>October Next Steps/Need</b> Teachers will continue implementing enVision Math, Into Reading, and 95 Core Phonics with fidelity, focusing on high-quality Tier 1 instruction through differentiated small groups. Ongoing professional learning will support reading strategies, differentiation, and critical thinking. Teachers and Lead Team members will engage in Tier 1 instructional rounds to collect and analyze data on strengths and areas for growth. Collaboration during PLCs and with strategists will be used to unwrap standards, plan instruction, model lessons, and review data. Monthly instructional rounds and coaching conversations</p>

will further guide professional learning, ensuring instruction remains rigorous, engaging, and aligned with the "Blue Diamond Four."

**Feb:** In progress

### **February Lessons Learned**

Our goal is based on data from the Spring 24-25 MAP assessments. We learned that the data from the Winter MAP assessment 25-26 showed growth from the Fall 25-26 MAP assessment in math and ELA. Our math proficient student percentage remained 70% proficient. In reading, our percentage of proficient students increased 21% from 70% to 91%. Our data shows evidence that consistent purposeful planning/questioning and implementation during instruction for higher level questioning and DOK levels, as well as differentiation through Tier I small groups are supporting our goals and helping to close academic gaps for our students. Therefore, we will continue with our Student Success goal to increase our percent of proficient students in math and EL to 90% and above.

### **February Next Steps/Need**

Teachers will continue implementing enVision Math, Into Reading, and 95 Core Phonics with fidelity, focusing on high-quality Tier 1 instruction through differentiated small groups. Ongoing professional learning will support reading strategies, differentiation, and critical thinking. Teachers and Lead Team members will engage in Tier 1 instructional rounds to collect and analyze data on strengths and areas for growth. Collaboration during PLCs and with strategists will be used to analyze data and plan for instruction that targets Tier 1 and Tier II small group, differentiated instruction. Monthly instructional rounds and coaching conversations will further guide professional learning, ensuring instruction remains rigorous, engaging, and aligned with the "Forbuss/BD Four." Administrators will also conduct classroom observations focused on math small group instruction to then engage teachers in reflective practices and plan for individual, grade level, and school-wide support through PL.

**June:** Continue

### **June Lessons Learned**

Our goal is based on data from the Spring 24-25 MAP assessments. We learned that the data from the Spring MAP assessment 25-26 showed growth from the Winter 25-26 MAP assessment in math. Our math proficient student percentage

increased 13 points from 70% to 83%, demonstrating that our continued focus on purposeful planning, higher-level questioning, differentiation, and Tier I small group instruction positively impacted student achievement. In reading, our percentage of proficient students decreased 3% from 91% to 87%. Based on our end of year goals for reading and math, we were 7 points away from reaching our 90% goal in math, and in reading, we were 3% away from reaching our 90% goal. Therefore, we will continue with our Student Success goal to increase our percent of proficient students, transitioning into utilizing the INFORM iReady assessment.

**June Next Steps/Need**

Moving forward, we will continue refining instructional practices, strengthening targeted interventions, and using data-driven decision-making to accelerate learning and close remaining achievement gaps for all students. Teachers will continue implementing enVision Math, Into Reading, and 95 Core Phonics with fidelity, focusing on high-quality Tier 1 instruction through differentiated small groups. Ongoing professional learning (LETRS) will support reading strategies, differentiation, and critical thinking. Teachers and Lead Team members will engage in Tier 1 instructional rounds, with an emphasis on small groups (differentiation) to collect and analyze data on strengths and areas for growth.

As we look to the next school year, our focus will shift toward strengthening our PLCs with an emphasis on collective efficacy. PLC collaboration will center on analyzing student data and collectively planning rigorous Tier 1 & II instruction. This will also include monthly instructional rounds.

## 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).

### Aligns with District Goal

**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

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> 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.</p> <p><b>Position Responsible:</b> Principal</p> <p><b>Resources Needed:</b> Presenters for professional learning sessions            Google Form surveys from PL sessions            PLC observation tools            Teacher PLC agendas &amp; notes            Classroom observation data (Google Forms or FocalPoint tool)</p> <p><b>Evidence Level</b>            Level 2: Moderate: Analyze data in PLCs</p> <p><b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b>            We learned that teachers are engaging in collaborative, weekly PLC meetings and Lead Team instructional rounds. Agendas, collaboration, and observation during the instructional rounds process show that discussion is centered around data. PLC agendas and observations show that discussions are centered around planning for instruction and analyzing student data. This data provides evidence that we are working toward all teachers participating in meaningful PLCs focused on the planning and analyzing component of the teaching and learning cycle as measured by professional development day agendas, sign-ins, and data collection tools (i.e PLC Look For Tool) by May 2026.</p> <p><b>October Next Steps/Need</b>            Classroom teachers will continue to use PLC time to plan for instruction with higher level and critical thinking questions, tasks, and assessments. Teachers will also explicitly plan for small group, differentiated, Tier I groups. We need to continue use of the PLC tool during planning periods in order to analyze data and assess the implementation and performance of our formative and summative assessments. Administration will utilize the PLC Look-For Tool during PLCs and analyze walkthrough data on the Google form collected during instructional rounds.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b>            We learned that teachers are continuing to engage in collaborative, weekly PLC meetings. Observation during</p>

instructional rounds process show that discussion is centered around data, particularly with flexible, small grouping. Data from PLC observations show that discussions are centered around planning for instruction and analyzing student data. This data provides evidence that teachers are making progress toward our goal of having 100% of them participating in professional learning focused on Tier 1 differentiated instruction and embedding critical thinking through higher level DOK questions. Teachers are also participating in effective PLCs focused on the planning and analyzing component of the teaching and learning cycle in order for our goal of 100% of teachers to be met by May 2026.

#### **February Next Steps/Need**

Classroom teachers will continue to use PLC time to plan for instruction with higher level and critical thinking questions, tasks, and assessments. Teachers will also continue to explicitly plan for small group, differentiated, Tier I and Tier II groups. We need to continue use of the PLC tool during planning periods in order to analyze data and assess the implementation and performance of our formative and summative assessments. Administration will utilize the PLC Look-For Tool during PLCs and analyze walkthrough data on the Google form collected during instructional rounds. Admin and Strategists will also engage in consistent coaching cycles with educators, as well as strategists planning for applicable professional learning and then having teachers complete reflective practice surveys following the PL sessions.

**June:** Continue

#### **June Lessons Learned**

Site-based admin and Lead Team continued to engage in instructional rounds to collect and analyze data to be used to support teachers in providing consistent and direct instruction with intentional language supports centered on academic vocabulary, structured student discourse, visuals, sentence stems, and daily, differentiated small-group instruction. We learned that teachers continued participating in weekly PLC meetings, instructional rounds, and collaborative planning conversations focused on student achievement, differentiated instruction, and data-driven decision making. Evidence from PLC agendas, instructional rounds, walkthrough observations, and coaching conversations demonstrated continued growth in teacher collaboration surrounding flexible small groups, Tier I instruction, and the use of higher DOK questioning strategies. As the year progressed, lessons learned highlighted the need to

further strengthen PLC structures to ensure collaboration moves beyond compliance tasks.

**June Next Steps/Need**

Our next steps will be to continue participating in instructional rounds utilizing the Tier I monitoring tool and continuing to provide targeted, small-group instruction during school, utilizing formative and summative data to drive the focused instruction.

### Inquiry Area 3: Connectedness

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

**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
<p><b>Improvement Strategy 1:</b> 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.</p> <p><b>Position Responsible:</b> Principal, Counselor, Strategist</p> <p><b>Resources Needed:</b> Incentives that will motivate students; SGF, IC, attendance tracker, attendance contract</p> <p><b>Evidence Level</b>            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.</p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b>            Current data (as of 9/17/25) shows that our chronic absenteeism has decreased from 31% (spring 2025) to 12%, (Fall 2025) which is meeting our current goal.</p> <p><b>October Next Steps/Need</b>            The next steps are to continue our school-wide attendance program with the attendance team to monitor chronic absenteeism through incentives, parent communication, documentation, check-in-check-out, attendance contracts, and TPOP. We need teachers to continue to monitor and log student attendance. Teachers should communicate with families when a student reaches the milestone absences of 3, 7, and 9. Administration and school counselor will contact families on absence 9 and higher. We also need to plan/ calendar bi-weekly meetings with the attendance team to analyze data and plan for which students need to be on check-in-check-out, schedule parent meetings, refer to TPOP, provide contracts, and purchase incentives for students.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b>            Current data (as of 1/30/26) shows that our chronic absenteeism has decreased from 32% in the spring of 2025 to 16% in December of 2025. We are meeting our goal of 20%. VIP attendance stars have been recognized consistently and incentives have been purchased and given. The team has conducted and documented all communication listed in our plan.</p> <p><b>February Next Steps/Need</b></p>

The next steps are to continue to meet bi-weekly with our attendance team to plan for and implement monthly incentives and recognition and continue to ensure teachers are consistently communicating with parents and documenting. Admin now needs to facilitate phone and in-person attendance meetings. Our daily mentoring will begin 1/6/26. The attendance team needs to plan a community event after school to educate and encourage families on the importance of consistent, daily attendance. Incentives may need to be purchased for this event.

**June:** Continue

### **June Lessons Learned**

The [2025-2026] academic year, the classroom/cohort chronic absenteeism rate is 21.7% (5 out of 23 students). A deep dive into daily attendance logs indicates that 100% of these chronic cases were directly tied to documented, legitimate medical illnesses.

We learned that while our tier-1 and tier-2 attendance interventions were implemented with fidelity this year, they yielded limited impact on our overall chronic absenteeism rate. This discrepancy is due to the alignment between the intervention design and the root cause: current protocols are designed to mitigate disengagement and logistical barriers to attendance, whereas the primary driver this year was acute health factors. Consequently, future interventions must shift toward preventative health, community wellness, and learning continuity.

### **June Next Steps/Need**

Moving forward, we will continue collaborating with the Tier I Leadership Team, PBIS Committee, and stakeholders to strengthen a comprehensive, data-driven, and differentiated professional learning system that supports consistent implementation of proactive classroom practices and positive behavior supports school-wide. Continued focus will be placed on aligning professional learning to school-wide initiatives, providing ongoing coaching and supportive feedback for staff, and using behavior and instructional data to identify strengths, monitor progress, and address areas of need. The school will also continue strengthening collaboration and transparency with families regarding progressive discipline practices and proactive student supports, and behavior expectations.

The next steps needed to mitigate illness-based absences, the school will implement clear "When to Stay Home" guidelines

