

Clark County School District

Blue Diamond ES

2025-2026 Status Checks with Notes



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/

Table of Contents

Inquiry Areas 4

 Inquiry Area 1: Student Success 4

 Inquiry Area 2: Adult Learning Culture 6

 Inquiry Area 3: Connectedness 8

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. 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	Oct: In progress October Lessons Learned 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. October 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 unwrap standards, plan instruction, model lessons, and review data. Monthly instructional rounds and coaching conversations will further guide professional learning, ensuring instruction remains rigorous, engaging, and aligned with the "Blue Diamond Four." 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 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. 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	Oct: In progress October Lessons Learned 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. October 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 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. 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 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. 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 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. October Next Steps/Need 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. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need