Washoe County School District

Double Diamond Elementary School

2024-2025 School Performance Plan

Classification: 2 Star School

Mission Statement

Double Diamond Elementary staff will support students to persevere and maintain a growth mindset to achieve excellence in academic and social-emotional skills within a safe and respectful learning environment.

Vision

At Double Diamond, we grow all children to be their personal best!

Value Statement

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 (Add a link to the school's School Rating Report.)

https://nevadareportcard.nv.gov/DI/nv/washoe/double_diamond_elementary/2024

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Successes from last year's goal include:

- iReady proficiency increase in ELA from 19% to 35% EXCEEDING SPP 23-24 GOAL by 6%
- iReady proficiency increase in Math from 13% to 30% EXCEEDING SPP 23-24 GOAL by 7%
- High growth on iReady in every grade level for ELA and Math
- Phonics increases in iReady schoolwide
- MAP increase in reading from 37th percentile to 46th percentile last year
- Keep Up data for SBAC increased 6% in ELA and 17% in math
- Median SGP for ELA on SBAC increased by 6% overall, 5% for Hispanic students and 15% for IEP students
- Median SGP on SBAC increased 7% for Math and 22% for Hispanic students, 4 % for multiracial students, 6 % for IEP students and 45% for EL students
- ACCESS AGP increased by 15%

Student Success Strengths

Students at Double Diamond have shown growth over the past year in iReady and SBAC. Comparing iReady from beginning of 2023 to the beginning of 2024, students are overall starting at higher levels in both reading and math. Between the end of 23-24 and the beginning of 24-25, students showed little regression in reading, and in particular retained higher levels of foundational reading skills over the summer. For MAP, the same was true from the end of 23-24 year dropping from the 46th percentile to 45th percentile in reading for the beginning of 24-25 school year.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students are showing in the high growth /low performance range for iReady in ELA and math. On SBAC, students have show growth for ELA and math in the Median growth and Adequate growth but have dropped in proficiency in ELA and math. Students below proficiency are not showing enough growth to "catch up" within 3 years of time.   **Critical Root Cause:** Students who are in the SBAC level 2 and one grade level below on iReady may have small gaps in learning that need to be addressed in order to reach proficiency and may need additional time, practice and support to reach grade level proficiency.

Adult Learning Culture

Adult Learning Culture Summary

Successes from data analysis by PLC grade level teams:

- iReady proficiency increase in ELA from 19% to 35% EXCEEDING SPP 23-24 GOAL by 6%
- iReady proficiency increase in Math from 13% to 30% EXCEEDING SPP 23-24 GOAL by 7%
- High growth on iReady in every grade level for ELA and Math
- Phonics increases in iReady schoolwide
- MAP increase in reading from 37th percentile to 46th percentile last year
- Keep Up data for SBAC increased 6% in ELA and 17% in math
- Median SGP for ELA on SBAC increased by 6% overall, 5% for Hispanic students and 15% for IEP students
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- ACCESS AGP increased by 15%

Adult Learning Culture Strengths

Students made growth according to MAP, iReady and SBAC last year for ELA and Math. Proficiency of students increased according to MAP and iReady. Grade level learning teams in the 23-24 year, used the PLC assessment cycle to track student growth throughout the school year and to provide additional learning for students. For the 24-25 school year, the grade level teams have already used beginning of the year data from MAP, iReady and common formative assessments to determine groups of students needing additional supports through interventions and scaffolding for ELA and math.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Although students are showing growth in ELA and math through iReady and SBAC, proficiency for students has decreased. Students showing 1 grade level below in iReady and level 2 on SBAC are among students who are not "catching up" within a 3 year window of time.   **Critical Root Cause:** Students who fall in 1 grade level below iReady and Level 2 SBAC were not receiving enough teacher interventions to reach proficiency .

Connectedness

Connectedness Summary

Based on last year's connectedness goals:

- Chronic absenteeism decreased by 2%
- EL student absenteeism decreased
- IEP student absenteeism decreased

Connectedness Strengths

The 23-24 school year saw a small decrease in chronic absenteeism including with our EL and IEP students. This year, we are working to share information with families about the potential impact of missed instruction for students. We have created new multi-tiered systems of support for attendance and have increased school-wide incentives for good attendance. Our school PTO has provided additional rewards and supports to families who have needs or rewards for families with improved attendance.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic absenteeism remains high at 16% and severe chronic absenteeism remains at 4%. **Critical Root Cause:** Families may have difficulties coming to school due to work and transportation issues and/or may not understand the impact of missed days on student instruction.

Priority Problem Statements

Problem Statement 1: Students are showing in the high growth /low performance range for iReady in ELA and math. On SBAC, students have show growth for ELA and math in the Median growth and Adequate growth but have dropped in proficiency in ELA and math. Students below proficiency are not showing enough growth to "catch up" within 3 years of time.

Critical Root Cause 1: Students who are in the SBAC level 2 and one grade level below on iReady may have small gaps in learning that need to be addressed in order to reach proficiency and may need additional time, practice and support to reach grade level proficiency.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Although students are showing growth in ELA and math through iReady and SBAC, proficiency for students has decreased. Students showing 1 grade level below in iReady and level 2 on SBAC are among students who are not "catching up" within a 3 year window of time.

Critical Root Cause 2: Students who fall in 1 grade level below iReady and Level 2 SBAC were not receiving enough teacher interventions to reach proficiency .

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Chronic absenteeism remains high at 16% and severe chronic absenteeism remains at 4%.

Critical Root Cause 3: Families may have difficulties coming to school due to work and transportation issues and/or may not understand the impact of missed days on student instruction.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- School goals
- Early childhood literacy and math goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Formative and summative reviews
- State and federal planning requirements

Accountability Data

- State assessment performance report

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Homeless data
- Foster
- Gifted and talented data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Student Success

> **Aligns with District Priority**

Annual Performance Objective 1: Students at mid or above grade level proficiency will increase by 20% on iReady from the beginning of the year measurement (2024) to the end of year measurement (2025) to 50% on grade level for reading and to 39% for on grade level for math.

> **Evaluation Data Sources:** * Common formative assessments by grade level
> * Mid-Year iReady data
> * Winter MAP data

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Response to Intervention through Multi-tiered systems of support (MTSS)	**Status Check**		
* Specifically identify students in the SBAC 2 level and one grade level below on iReady for each classroom. * Identify specific learning needs of students using multiple measures of data including iReady, MAP and common formative assessments. * Create intervention groups to meet with a teacher daily after Tier 1 instruction. * Monitor student progress through progress monitoring, common formative assessments, Winter MAP and iReady Mid- Year testing. **Formative Measures:** iReady diagnostics, MAP, and common formative assessments. **Position Responsible:** Teachers, Admin. **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups - **Evidence Level:** Moderate **Problem Statements/Critical Root Causes:** Student Success 1	**Jan**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 1: Students are showing in the high growth /low performance range for iReady in ELA and math. On SBAC, students have show growth for ELA and math in the Median growth and Adequate growth but have dropped in proficiency in ELA and math. Students below proficiency are not showing enough growth to "catch up" within 3 years of time.   **Critical Root Cause**: Students who are in the SBAC level 2 and one grade level below on iReady may have small gaps in learning that need to be addressed in order to reach proficiency and may need additional time, practice and support to reach grade level proficiency.

Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: Teacher teams will use the PLC Assessment Cycle to scaffold and re-teach skills so that student on grade level proficiency will increase by 20% on iReady from the beginning of the year measurement (2024) to the end of year measurement (2025) to 50% on grade level for reading and to 39% for on grade level for math.

Evaluation Data Sources: * Common Formative/Summative Assessment Data Tracking by grade level
* Pre- and post-test learning
* Meeting Grade level unit SMART Goals
* Mid-year iReady assessments
* Winter MAP assessments

Improvement Strategy 1 Details		Status Checks		
Improvement Strategy 1: PLCs		**Status Check**		
		Jan	**Apr**	**June**

PLC grade level team work to utilize data and identify students for re-teaching/interventions based on mastery of standards. Train Leadership team on using pre-post data, the data tracker, and SMART goals/unit
* Leadership team guides grade level PLC team to use pre/post data, data tracker and SMART goals
* Train Academic team on scaffolding lessons
* Academic team guides grade level PLC team to use scaffolding at the beginning of lessons
* Use iReady data to identify students who have small gaps that need scaffolded learning and re-teaching to achieve proficiency
* Create pre/post tests aligned to standards and track all students' skills at the beginning/end of each ELA and math unit
* Monitor students in T1+ daily in each classroom
* Re-teach students to master essential skills
 	
    Formative Measures: iReady data, pre/post test data, data trackers
    Position Responsible: Teachers, Admin.
 	
    Student Groups This Strategy Targets:
    FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups
    - Evidence Level:
    Moderate
    Problem Statements/Critical Root Causes: Adult Learning Culture 1				

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Although students are showing growth in ELA and math through iReady and SBAC, proficiency for students has decreased. Students showing 1 grade level below in iReady and level 2 on SBAC are among students who are not "catching up" within a 3 year window of time. **Critical Root Cause**: Students who fall in 1 grade level below iReady and Level 2 SBAC were not receiving enough teacher interventions to reach proficiency .

Goal 3: Connectedness

Aligns with District Priority

Annual Performance Objective 1: Decrease student chronic absenteeism by at least 6% by the end of the 2024-25 school year.

Evaluation Data Sources: * BIG data weekly to monitor
* Daily Classroom Monitor from Infinite Campus
* Weekly Absentee rates for individual students from Infinite Campus
* Monitoring progress of students in Tier 2 and Tier 3 for absenteeism

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Identify students in need of additional supports through the MTSS process and provide Tier 2 and Tier 3 supports while providing higher levels of rewards through PBIS at the Tier 1 level.	**Status Check**		
* Identify students weekly who have high absences.	**Jan**	**Apr**	**June**

* In collaboration with the MTSS team work with each family to identify families' barriers to coming to school.
* Provide appropriate interventions for student at the Tier 2 and Tier 3 level with student and family rewards as needed.
* On a daily basis, run the classroom monitor in Infinite Campus to reward classes and grade levels who are all at school.
* On delayed start days, work with PTO to provide an added incentive for students to come to school.
 	
    Formative Measures: IC and BIG attendance data
 	
    Position Responsible: Admin., Counselor, Teachers, PTO
 	
    Student Groups This Strategy Targets:
    FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk
    - **Evidence Level:**
    Moderate
 	
    Problem Statements/Critical Root Causes: Connectedness 1			

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Annual Performance Objective 1 Problem Statements:

Connectedness
Problem Statement 1: Chronic absenteeism remains high at 16% and severe chronic absenteeism remains at 4%. **Critical Root Cause**: Families may have difficulties coming to school due to work and transportation issues and/or may not understand the impact of missed days on student instruction.