



Washoe County School District

Double Diamond Elementary

School Performance Plan: A Roadmap to Success

Double Diamond Elementary has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Heather Thaxton

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Phone: (775) 850-6212

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on October 23, 2023



School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Heather Thaxton	Principal(s) (required)
Angela Sawyer	Other School Administrator(s) (required)
Aline Rosenberg, Jennifer Benoit, Kerry Crisp, Nicole DeSantis, James Clark, Karen Minnameier, Minda Welch	Teacher(s) (required)
Lisa Mazza	Paraprofessional(s) (required)
Kayla McIntosh	Parent(s) (required)
	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
	Specialized Instructional Support Personnel (if appropriate)
<i>Add additional members/roles as necessary</i>	

School Demographics and Performance Information

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 http://nevadareportcard.nv.gov/DI/nv/washoe/double_diamond_elementary/2023



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> School-wide improvement in SBAC proficiency for mathematics -7% meeting SPP goal for last year SBAC MGP increased in math SBAC pooled proficiency increased Increases in proficiency in math for some subpopulations: Hispanic, White, Multiracial, FRL and IEP Increases in SBAC proficiency for ELA in some subpopulations: White, FRL and IEP MGP increased in math school-wide and for the following subpopulations: Hispanic, White, Multiracial, FRL, IEP MAP reading proficiency increased in K-3 from the 41st to 46th percentile in 22-23 MAP data shows 49th percentile for median growth for 22-23 MAP data for fall 2023 shows 1st-3rd at a 37% proficiency rate 	<ul style="list-style-type: none"> School-wide drop in SBAC proficiency for ELA- 1% drop AGP growth dropped for math SBAC by 2% school wide but increased for White, Multiracial, FRL and IEP subpopulations AGP dropped for ELA SBAC by 15% school-wide except for an increase in the IEP subpopulation AGP dropped for ACCESS/WIDA Catch up and Keep up percentiles dropped in ELA Science SBAC dropped to 19% proficiency with an increase only in the Hispanic subpopulation MAP reading proficiency in 1st grade dropped by 2% in the 22-23 year MAP fall 2023 data shows 2nd grade students at a 17% proficiency rate iReady reading data for fall 2023 shows 26% proficiency in reading for grades 1-5 iReady math data for fall 2023 shows 14% proficiency in math for grades 1-5
<p>Problem Statement: The majority of our students are below grade level proficiency for both ELA and Mathematics according to multiple measures. Students have not demonstrated sufficient growth in ELA or Mathematics for adequate growth to “catch up” or “keep up” with grade level expectations. MAP and iReady scores highlight a deficit in reading foundational and particularly in phonics skills for 1st and 2nd grades and informational text in grades 1-5. SBAC also shows a decrease in writing proficiency for ELA in grades 3-5. Both iReady and SBAC highlight low proficiency in concepts and procedures as well as numbers and operations standards. There is a continued drop in SBAC science proficiency.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Although staff may have identified students who were not making adequate growth, not enough time was spent reteaching essential 	



standards.

- While phonemic awareness curriculum was targeted in K-2 during 2022-23, this may not have been coupled with strong enough phonics instruction causing our foundational reading skills to be below grade level. Teachers may need additional support and training in this area.
- Lack of deeper number sense in younger grades may be causing deficiencies in numbers and operations concepts across grade levels.
- Difficulties with comprehending informational text and deficiencies in math may contribute to test taking for science.
- Lack of a school-wide structure for writing has caused a continual decline in writing scores.

Student Success

School Goal: *All students in K-5 will demonstrate a 10% growth in proficiency in ELA to 31% and Math to 24% on iReady data by Spring of 2024, and 50% of students will reach their typical growth target in ELA and Math on iReady by spring of 2024.*

Formative Measures:

- Weekly PLC discussions on progress toward Unit SMART goals for all students
- Common formative assessments
- iReady individual progress and Winter data
- MAP reading testing for K-3

Aligned to Nevada’s STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6



Improvement Strategy: PLC work monitoring individual student data and planning for reteaching and extending growth for essential standards.

Evidence Level: Tier 3 Promising Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Train teachers in the PLC assessment cycle in PD
- Additional training for K-2 teachers in phonics
- Provide time in the Master schedule for weekly PLCs.
- Consistent use of data in PLCs to determine needs of each individual student
- Weekly differentiated planning and instruction based on data for tier 1, 2, and 3

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Time to review data and plan
- Training on teaching phonics
- Training on data usage and targeted interventions with iReady

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Training and resources to support phonics development
- *Potential Solution:* Additional research on phonics teaching and finding one teacher to train and then train other teachers

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- General budget
- ESSR III for intervention teachers

Lead: *Who is responsible for implementing this strategy?*

Principal, Dean, ELD
Facilitator, teachers

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



English Learners

- Challenge: Students maintained a 16% proficiency in ELA and dropped 12% in proficiency in math to 24% on SBAC. There is a gap for EL students in ELA and math compared to school-wide data.
- Support: *Specific EL supports in lesson plans for EL students to access tier 1 instruction.*

Foster/Homeless:

- Challenge: Not identified in data
- Support: *n/a*

Free and Reduced Lunch:

- Challenge: Although FRL students showed a 3% increase in ELA and a 12% increase in math, there remains a gap compared to school-wide proficiency data.
- Support: *Provide tier 2/3 interventions as well as scaffold tier 1 instruction for students below proficiency.*

Migrant:

- Challenge: Not identified in data
- Support: *n/a*

Racial/Ethnic Groups:

- Challenge: Although Hispanic and Multiracial groups showed growth in math, there are gaps compared to school-wide data for Hispanic, African American, and Multiracial groups.
- Support: *Track data of all students to ensure continued growth toward proficiency through differentiated/scaffolded planning.*

Students with IEPs:

- Challenge: Although students on IEPs gained 9% in ELA and 3% in math, there are significant gaps compared to school-wide data for proficiency.
- Support: *Provide specially designed instruction as well as scaffolded supports and accommodations for tier 1 instruction.*

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● School-wide improvement in SBAC proficiency for mathematics -7% meeting SPP goal for last year ● SBAC MGP increased in math ● SBAC pooled proficiency increased ● Increases in proficiency in math for some subpopulations: 	<ul style="list-style-type: none"> ● School-wide drop in SBAC proficiency for ELA- 1% drop ● AGP growth dropped for math SBAC by 2% school wide but increased for White, Multiracial, FRL and IEP subpopulations ● AGP dropped for ELA SBAC by 15% school-wide except for an increase in the IEP subpopulation



- Hispanic, White, Multiracial, FRL and IEP
- Increases in SBAC proficiency for ELA in some subpopulations: White, FRL and IEP
- MGP increased in math school-wide and for the following subpopulations: Hispanic, White, Multiracial, FRL, IEP
- MAP reading proficiency increased in K-3 from the 41st to 46th percentile in 22-23
- MAP data shows 49th percentile for median growth for 22-23
- MAP data for fall 2023 shows 1st-3rd at a 37% proficiency rate

- AGP dropped for ACCESS/WIDA
- Catch up and Keep up percentiles dropped in ELA
- Science SBAC dropped to 19% proficiency with an increase only in the Hispanic subpopulation
- MAP reading proficiency in 1st grade dropped by 2% in the 22-23 year
- MAP fall 2023 data shows 2nd grade students at a 17% proficiency rate
- iReady reading data for fall 2023 shows 26% proficiency in reading for grades 1-5
- iReady math data for fall 2023 shows 14% proficiency in math for grades 1-5

Problem Statement: The majority of students are below grade level proficiency for ELA and Math and are not growing at a rate to “catch up” or “keep up” with grade level standards.

Critical Root Causes of the Problem:

- Teachers are either not identifying or reteaching students who are not meeting essential standards when reviewing data on a weekly basis. Without necessary reteaching, students fall farther behind over the years.
- Not enough analysis of specific skills/standards achievement in classes/grade levels or targeting specific needs of individuals.

Adult Learning Culture

School Goal: *Teacher teams will monitor data and reteach essential skills so that all students in K-5 will demonstrate a 10% growth in proficiency in ELA to 31% and Math to 24% on iReady data by Spring of 2024, and 50% of students will reach their typical growth target in ELA and Math on iReady by spring of 2024.*

Formative Measures:

- Weekly PLC discussions on progress toward Unit SMART goals for all students
- Common formative assessments
- iReady individual progress and Winter data
- MAP reading testing for K-3

Aligned to Nevada’s STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6



Improvement Strategy: PLC work monitoring individual student data and planning for reteaching and extending growth for essential standards.

Evidence Level: Tier 3 Promising Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Train leadership team and teachers in the PLC assessment cycle in PD
- Provide time in the Master schedule for weekly PLCs.
- Consistent use of data in PLCs to determine needs of each individual student
- Weekly differentiated planning and instruction based on data for tier 1, 2, and 3
- Ongoing monitoring of individual progress toward SMART goals

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Time to review data and plan
- Training on data usage and targeted interventions with iReady

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Enough computers for consistent use of iReady
- *Potential Solution:* Grade level rotation of computers and computer time in lab dedicated to iReady use

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- ESSR III for intervention teachers

Lead: *Who is responsible for implementing this strategy?*

Principal, dean, ELD Facilitator, teachers, intervention teachers

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Students maintained a 16% proficiency in ELA and dropped 12% in proficiency in math to 24% on SBAC. There is a gap for EL students in ELA and math compared to school-wide data.
- Support: *ELD facilitator will work with teacher teams to plan tier 1 scaffolds and supports for EL students.*

Foster/Homeless:



- Challenge: Not identified in data
- Support: *n/a*

Free and Reduced Lunch:

- Challenge: Although FRL students showed a 3% increase in ELA and a 12% increase in math, there remains a gap compared to school-wide proficiency data.
- Support: *Teacher teams will use common assessment data to determine students who need additional supports through MTSS and during tier 1 instruction.*

Migrant:

- Challenge: Not identified in data
- Support: *n/a*

Racial/Ethnic Groups:

- Challenge: Although Hispanic and Multiracial groups showed growth in math, there are gaps compared to school-wide data for Hispanic, African American, and Multiracial groups.
- Challenge: Not identified in data
- Support: *All students will be considered in weekly teacher team meetings to determine progress and to determine specific student needs for growth toward proficiency using tier 1 supports as well as MTSS intervention support.*

Students with IEPs:

- Challenge: Although students on IEPs gained 9% in ELA and 3% in math, there are significant gaps compared to school-wide data for proficiency.
- Support: *Special education teachers will work collaboratively with teacher teams to identify supports needed for tier 1 instruction and to coordinate work for specially designed instruction.*

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● Major disciplinary events decreased by 8% in 22-23 ● Student climate survey indicates a 6% increase in relationship skills and 15% increase in self-awareness/self-concept. ● Staff climate survey indicates an 11% increase in collaboration. ● Family climate survey indicates a 6% increase in communication with school. 	<ul style="list-style-type: none"> ● Chronic absenteeism for school increased by 5% in 22-23 ● Suspensions increased by 4% in 22-23 ● Major disciplinary events were greater for African American, Multiracial, FRL and CIT students ● Student climate survey indicates a 6% increase in perception of bullying. ● Family climate survey indicates a 10% decrease in perception



of physical safety and an 11% decrease in school fit for their child.

Problem Statement: 18% of students are chronically absent or severely chronically absent from school causing them to miss learning opportunities.

Critical Root Causes of the Problem:

- Students with chronic absenteeism and their families lack sufficient connection to school personnel for support.
- Students may need additional motivation or supports to come to school and individual support plans to assist them.

Connectedness

School Goal: Chronic and Severe Chronic absenteeism will be decreased by 5% school wide.

Formative Measures:

- BIG data
- MTSS tier 2/tier 3 monitoring of attendance

Aligned to Nevada's STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6



Improvement Strategy: MTSS meetings by grade level weekly for attendance and meetings with families whose students are in tier 2 and tier 3 to provide individualized supports

Evidence Level: Tier 2 moderate evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Ongoing weekly monitoring of attendance
- MTSS meetings weekly by grade level to address attendance concerns
- Parent and school team meetings to provide individualized support
- Monitoring of Tier 2/Tier 3 progress of individual students
- School-wide quarterly rewards for students with <90% absence rate
- Family quarterly rewards for T2/T3 who are showing improvement

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Time for monitoring progress
- Rewards for students and families

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Getting families to come for meetings in person
- *Potential Solution:* Offer phone/Zoom meetings

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- PTO will fund rewards for students and families

Lead: *Who is responsible for implementing this strategy?*
Principal, Dean, Counselor, ELD Facilitator, teachers

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Chronic and Severe chronic absenteeism increased for students of EL by 1% in each category. Students of EL are at a higher rate overall than the school.
- Support: *Ensure that absenteeism is addressed in conferences with an interpreter so a plan can be made with the family.*

**Foster/Homeless:**

- Challenge: Although chronic absenteeism dropped 7% for this group and 3% for severe chronic absenteeism, students show absenteeism at disproportional rates to our school data.
- Support: Counselor works closely with CIT and offers regular support to families.

Free and Reduced Lunch:

- Challenge: Last year students in this group increased by 5% in both chronic and severe chronic absenteeism.
- Support: Ongoing meetings with counselor and MTSS team to identify ways to support family and students.

Migrant: N/A

- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: All ethnicities/races showed an increase in chronic and severe chronic absenteeism except for a decrease in severe chronic absenteeism for Hispanic students.
- Support: Ongoing meetings with counselor and MTSS team to identify ways to support family and students.

Students with IEPs:

- Challenge: Students on IEPs showed an increase of 7% for chronic absenteeism and 6% for severe chronic absenteeism.
- Support: Along with parent MTSS meetings, consider if IEP needs revision to provide additional supports.

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
<i>PTO meeting</i>	<i>9/19/23</i>	<ul style="list-style-type: none"> ● <i>Add lessons learned after each outreach event.</i>