Washoe County School District

Double Diamond Elementary School

2024-2025 Status Check with Notes

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!

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

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

Table of Contents

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)
 	
* 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
	
	40%
		January Lessons Learned
		Students are more successful with targeted intervention in reading than math.
		
		January Next Steps/Need
		Introduce some math topics earlier to ensure good growth toward goal.

	Apr 50%	**April Lessons Learned** Need continual review of topics previously learned. **April Next Steps/Need** Consider ways to implement this in all grade levels.
	June	**June Lessons Learned** **June Next Steps/Need**

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

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 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	**Jan** 50% **January Lessons Learned** Daily classroom checks with reteach are most effective. **January Next Steps/Need** Identify students who are at early on grade level as well as one grade level below to provide additional interventions for T1+ group. **Apr** 50% **April Lessons Learned** May need more strategies for scaffolding. **April Next Steps/Need** Look at additional materials to provide to teachers for scaffolding. **June** **June Lessons Learned** **June Next Steps/Need**

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

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.
* Identify students weekly who have high absences.
* 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
	Jan
	
	90%
	
	Apr
	
	80%
		January Lessons Learned
		Have reduced by 5%. Not as many rewards needed as we thought
		
		January Next Steps/Need
		Continue with current rewards and reaching out to families.
		
		April Lessons Learned
		Consider students who are approaching chronic absenteeism and intervene earlier.
		
		April Next Steps/Need
		MTSS meetings to focus on students approaching chronic absenteeism.

	June	**June Lessons Learned** **June Next Steps/Need**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue		