Washoe County School District

Edward C. Reed High School

Classification: 3 Star School

Accreditation Status:
Accredited

2026-2027 School Improvement Plan

District Approval Date:
September 28, 2026

Generated by Plan4Learning.com
September 28, 2026 at 10:22 AM

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Comprehensive Needs Assessment

Student Success

Areas of Strength

- Reed had three “short term” ELL students, and three “long term” ELL students exit services this year. At the end of the fall semester 21/37 “short term” students were passing all classes after fall semester. Additionally, 13 ELL students scored above a 4.0 or above on their WIDA assessment and are projected to exit next year.
- The 2024 ACT performance data showed composite ACT scores remained relatively stable from 2022 to 2024. However, ELA proficiency dipped from 43.4% in 2024 to 35.4% in 2025 while math proficiency increased from 17.4% to 19.6% in the same year. (nevadareprotcard.nv.gov) retrieved 6/22/26. Preliminary data from ACT’s reporting website shows that in 2026 moderate gains were made in both ELA and math proficiency on the assessment.
- Between school year 2023-2024 and 2024- 2025 credit deficiency decreased for all grade levels. Overall, 84% of 9th graders, 66% of 10th graders, and 67% of 11th graders, and 86% of seniors were not identified as credit deficient, with moderate improvements seen in special programs like FRL and EL.
- New tardy pilot program has decreased overall tardies from fall semester 2025 (57,029; 83 days) to spring semester 2026 (41,606; 97 days).

Areas for Growth

- Course Failure Rates have been increasing over the last several years for all grade levels. This is represented by students failing one or more core class. Between 2025 and 2026 students failing one or more core classes increased from 23.7% to 33.4%. During the same time-period students failing two or more core classes increased from 13.4% in 2025 to 22.1% in 2026. Similarly, students failing three or more core classes increased from 8.8% to 14% from the 2025 to the 2026 school year (BIG 6/12/26).
- Course failure Rates among students in special populations focusing only on ninth grade data have similarly shown increases in core course failure rates between 2025 and 2026 school years. Ninth grade ELL students failing one or more core classes increased from 37.1% in 2025 to 62.2% in 2026, two or more core class failures increased from 31.4% in 2025 to 44.4% in 2026, and three or more core class failures increased from 22.9% in 2025 to 24.4% in 2026. Ninth grade CIT and Foster course failure data over the same period results are mixed showing some increases and decreases depending on the number of core course failures (real trends are difficult to ascertain based on small n sizes; 10 CIT and 4 Foster students). Ninth grade FRL students failing one or more core classes increased from 33.5% in 2025 to 48.3% in 2026, two or more core class failures increased from 22.3% in 2025 to 36.2% in 2026, and three or more core class failures increased from 16.0% in 2025 to 21.7% in 2026. Ethnic/minority Core Class Failure data was unavailable in BIG as of 6/18/26 . Similarly, ninth grade students with IEPs show a similar increase in Core Course Failure rates between 2025 and 2026. Ninth grade IEP students failing one or more core classes increased from 33.8% in 2025 to 45.5% in 2026, two or more core class failures increased from 21.3% in 2025 to 25.0% in 2026, and three or more core class failures increased from 11.3% in 2025 to 15.9% in 2026. (BIG 6/12/26) *** Interestingly, despite this course failure increase credit attainment for all grade levels has remained consistent or even increased between 2024-2025 and 2025-2026!
- Chronic Absenteeism continues to increase. It increased from 26.32% in 2023-2024, to 29.89% in 2024-2025, and is 31.86% for the 2025- 2026 school year. Ninth grade students in this category (classified as 10+% absenteeism) failing one or more core classes increased from 57.7% in 2025 to 68.9% in 2026, two or more core class failures increased from 37.2% in 2025 to 55.3% in 2026, and three or more core class failures increased from 29.1% in 2025 to 39.8% in 2026. (BIG 6/12/26)

Equity Resource Supports

Student Group	Challenge	Solution

English Learners	Reed has a high level of long-term ELL students that struggle with exiting the program and failing courses. Some of this is due to attendance issues.	Training for departments on Elevation site/program to scaffold ELL Training for departments on identifying these students and further scaffolding Teacher Clarity within the school while improving student discussion using content-area language.
Foster/Homeless	These students are not identified by the entire staff. Ensuring basic needs are met.	SEL activities and making Reed HS a safe and inclusive place for all students. improve attendance through Tier 1 instructional strategies.
Free and Reduced Lunch	Similarly, these students are not identified by the entire staff. Ensuring basic needs are met.	Generally increasing credit attainment, ACT performance, and improve attendance. Identify needs, Focus on student engagement in classes.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Meeting students where they are and getting an understanding of their culture. No specified advocacy group or dedicated staff on campus.	SEL activities, PBIS recognition, and continue building/creating school & classroom community
Students with IEPs	Wide range of needs and a large population at Reed. Improved case management balanced with other teacher responsibilities.	Improved systems of collaboration/ communication between content area teachers and case managers.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Reed High School 9th grade core class failures in at least 1, 2, and 3 core classes has been steadily increasing. In SY from 2023-2024 students failing 1 core class increased from 21.1% (SY 2023-2024) to 22.8% (SY 2024-2025). Percentages of 9th graders failing at least 1 core class have jumped during SY 2025-2026 from 22.8% (SY 2024-2025) to 34.9% 22.8% (SY 2025-2026). Similar marked increases were shown for 9th grade failures in 2 or more and 3 or more core content courses. [BIG 6/12/26] Disturbingly, Reed High School students meeting or exceeding NV state Career and College Readiness target of 17 on the ACT has dropped in both Math and ELA from SY 2021-2022 to SY 2023-2024. In the recent year's comparisons, ELA proficiency has dramatically decreased from 42.3% proficient in the 2023-2024 SY to 35.6% proficient in ELA in 2024-2025 SY. Where conversely, Math proficiency has increased from 16.2% of students being proficient in math to 19.3% in SY 2024-2025. [NDOE, 2024-2025 Data]. [NDOE, 2025-2026 Data] shows a proficiency increase for both ELA (46.7%) and Math (23.9%) performance at Reed High School during this past year. While improvement is evidenced from these gains, as a staff we want to see continued growth in these proficiency level measures for our students.	Rising eighth graders are new to the rigor of High School coursework, lack organization, and may be unclear on high school expectations. These increased core failures for 9th graders are likely also linked to the pandemic and increased challenges for sensitive populations. Student unfamiliarity with the test & test not valued/taken seriously by all students, especially after pandemic. Increased Challenges for sensitive populations.
2 ★	Professional Learning Communities at Reed High School need to increase the use of data to inform pedagogy in each department on campus (English, Math, Social Studies, World Languages, Fine Arts, Special Education, English Language Learners), to scaffold instruction to improve student learning outcomes. In regard to this year's staff climate survey (n=48), our staff seemed more positive than in previous years about our school's expectations of success (increasing 7%) additional gains were made in staff's perception of Fairness and Respect (up 2), the Quality of WCSD (up 3), and Staff-Student Relationships (up 3). Notable decreases in Staff perceptions in the 2025-2026 Climate survey were that work stress (down 3) but still above district average. Other notable staff decreases were in social emotional learning (down 5) and student behaviors (down 4). [2025-2026 Staff Climate Survey Data, WCSD/Reed High School]	Existing PLC department groups largely focus on how things have been done in the past instead of interpreting department and cohort data and using it to guide/improve pedagogy to increase student learning/credit attainment.

3 ★	Chronic absenteeism is increasing. It has increased nearly 4% this year from a steady 26% over the last 3 years to just over 30% (SY 2024-2025). In SY 2025-2026 absenteeism again increased to nearly 32% (BIG 6//9/2025) Goal: to increase 90% attendance by 5% from to 73% in 26-27 SY. Decreasing chronic absenteeism from nearly 32%% to 27%.	Unknown. Ease of students not going to class. Rework intervention strategies.

★ = Priority

Adult Learning Culture

Areas of Strength

- PLC groups meet regularly

- Content Areas collaborate in making common activities and assessments

- Majority of PLC participants actively participate in collaboration

- Staff cares about students and their learning

- Staff is provided and reviews summative data

- Staff participate in Faculty Committees that enhance interdepartmental collaboration and learning

Areas for Growth

Better use of formative and summative assessment data to improve student learning as well as providing course continuity for students among teachers.

Common gradebook setup and task weighting

Canvas Presence and gradebook input continuity

Communication home about concerns and progress

2025-2026 Staff Climate Survey reveals:

Staff perception increases:

-7% increase in Expectations of Success

-3% increase in Quality of WCSD

-3% increase in Student-Staff Relationships

Staff perception decreases:

- 4% decrease in Student Behaviors

3% decrease in Work Stress

5% decrease in Social Emotional Learning

3% decrease in Parent Involvement

Equity Resource Supports

Student Group	Challenge	Solution

English Learners	Providing scaffolded support for ELL students. Provide adequate instruction for long-term ELL students to be motivated to exit program.	Elevation training & SEL activities and creating classroom community. Additionally, critical reading strategies and content discussions among students.
Foster/Homeless	These students are unknown to teachers. Counseling department coordinate to fulfill school needs for success.	SEL activities and creating classroom community. Additionally, the data shows attendance and course failures are high for this group. Improved monitoring through counseling and curriculum.
Free and Reduced Lunch	Similarly, these students are unknown to staff	SEL activities and creating classroom community as well as implementing student discussions and engaging Tier 1 instruction.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Meeting students where they are at and getting an understanding of their culture.	SEL activities and creating classroom community. Further developing student advocacy groups on campus to ensure needs are met for these diverse subgroups.
Students with IEPs	Collaboration/communication with case managers and classroom teachers.	Systems approach to collaboration/ communication among case managers and classroom teachers. Additionally, SEL activities and creating classroom community can help as well as role model mentor program (older successful students to younger).

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Professional Learning Communities at Reed High School need to increase the use of data to inform pedagogy in each department on campus (English, Math, Social Studies, World Languages, Fine Arts, Special Education, English Language Learners), to scaffold instruction to improve student learning outcomes. In regard to this year's staff climate survey (n=48), our staff seemed more positive than in previous years about our school's expectations of success (increasing 7%) additional gains were made in staff's perception of Fairness and Respect (up 2), the Quality of WCSD (up 3), and Staff-Student Relationships (up 3). Notable decreases in Staff perceptions in the 2025-2026 Climate survey were that work stress (down 3) but still above district average. Other notable staff decreases were in social emotional learning (down 5) and student behaviors (down 4). [2025-2026 Staff Climate Survey Data, WCSD/Reed High School]	Existing PLC department groups largely focus on how things have been done in the past instead of interpreting department and cohort data and using it to guide/improve pedagogy to increase student learning/credit attainment.

★ = Priority

Connectedness

Areas of Strength

2024-2025 Student Climate Survey reveals increases in student perceptions of:

1. Adult respect

2. Adult support

3. Increase in self-awareness of emotions

4. Increase of Self-management of goals & schoolwork

5. Student participation remained constant but 5% higher than WCSD High School average

2024-2025 Staff Climate Survey reveals increases in student perceptions of:

Marked increases in staff perceptions of expectations of success, Safety, and Staff collaboration.

2023-2024 Parent Climate Survey reveals (most recent available):

Large increases in communication with school, student learning behaviors, quality of education (up 11%) Increased Relation and Respect (up 14%), and that Reed is a supportive place (up 13%).

Areas for Growth

2025-2026 Staff Climate Survey reveals:

Staff perception increases:

-7% increase in Expectations of Success

-3% increase in Quality of WCSD

-3% increase in Student-Staff Relationships

Staff perception decreases:

- 4% decrease in Student Behaviors

3% decrease in Work Stress

5% decrease in Social Emotional Learning

3% decrease in Parent Involvement

Equity Resource Supports

Student Group	Challenge	Solution

English Learners	Identifying students and communicating with attendance progress, and school information with students and families effectively and often.	Mailings, email, Calls, connect ed (robo-caller), Google Voice
Foster/Homeless	Identifying students and communicating with attendance progress, and school information with students and families effectively and often.	Mailings, email, Calls, connect ed (robo-caller), Google Voice
Free and Reduced Lunch	Identifying students and communicating with attendance progress, and school information with students and families effectively and often.	Mailings, email, Calls, connect ed (robo-caller), Google Voice
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Identifying students and communicating with attendance progress, and school information with students and families effectively and often.	Mailings, email, Calls, connect ed (robo-caller), Google Voice
Students with IEPs	Identifying students and communicating with attendance progress, and school information with students and families effectively and often.	Mailings, email, Calls, connect ed (robo-caller), Google Voice

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Chronic absenteeism is increasing. It has increased nearly 4% this year from a steady 26% over the last 3 years to just over 30% (SY 2024-2025). In SY 2025-2026 absenteeism again increased to nearly 32% (BIG 6//9/2025) Goal: to increase 90% attendance by 5% from to 73% in 26-27 SY. Decreasing chronic absenteeism from nearly 32%% to 27%.	Unknown. Ease of students not going to class. Rework intervention strategies.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Reed High School 9th grade core class failures in at least 1, 2, and 3 core classes has been steadily increasing. In SY from 2023-2024 students failing 1 core class increased from 21.1% (SY 2023-2024) to 22.8% (SY 2024-2025). Percentages of 9th graders failing at least 1 core class have jumped during SY 2025-2026 from 22.8% (SY 2024-2025) to 34.9% 22.8% (SY 2025-2026). Similar marked increases were shown for 9th grade failures in 2 or more and 3 or more core content courses. [BIG 6/12/26] Disturbingly, Reed High School students meeting or exceeding NV state Career and College Readiness target of 17 on the ACT has dropped in both Math and ELA from SY 2021-2022 to SY 2023-2024. In the recent year's comparisons, ELA proficiency has dramatically decreased from 42.3% proficient in the 2023-2024 SY to 35.6% proficient in ELA in 2024-2025 SY. Where conversely, Math proficiency has increased from 16.2% of students being proficient in math to 19.3% in SY 2024-2025. [NDOE, 2024-2025 Data]. [NDOE, 2025-2026 Data] shows a proficiency increase for both ELA (46.7%) and Math (23.9%) performance at Reed High School during this past year. While improvement is evidenced from these gains, as a staff we want to see continued growth in these proficiency level measures for our students.	Rising eighth graders are new to the rigor of High School coursework, lack organization, and may be unclear on high school expectations. These increased core failures for 9th graders are likely also linked to the pandemic and increased challenges for sensitive populations. Student unfamiliarity with the test & test not valued/taken seriously by all students, especially after pandemic. Increased Challenges for sensitive populations.
2 ★	Professional Learning Communities at Reed High School need to increase the use of data to inform pedagogy in each department on campus (English, Math, Social Studies, World Languages, Fine Arts, Special Education, English Language Learners), to scaffold instruction to improve student learning outcomes. In regard to this year's staff climate survey (n=48), our staff seemed more positive than in previous years about our school's expectations of success (increasing 7%) additional gains were made in staff's perception of Fairness and Respect (up 2), the Quality of WCSD (up 3), and Staff-Student Relationships (up 3). Notable decreases in Staff perceptions in the 2025-2026 Climate survey were that work stress (down 3) but still above district average. Other notable staff decreases were in social emotional learning (down 5) and student behaviors (down 4). [2025-2026 Staff Climate Survey Data, WCSD/Reed High School]	Existing PLC department groups largely focus on how things have been done in the past instead of interpreting department and cohort data and using it to guide/improve pedagogy to increase student learning/credit attainment.

3 ★	Chronic absenteeism is increasing. It has increased nearly 4% this year from a steady 26% over the last 3 years to just over 30% (SY 2024-2025). In SY 2025-2026 absenteeism again increased to nearly 32% (BIG 6//9/2025) Goal: to increase 90% attendance by 5% from to 73% in 26-27 SY. Decreasing chronic absenteeism from nearly 32%% to 27%.	Unknown. Ease of students not going to class. Rework intervention strategies.

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Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **CCR Participation data**
- [x] **Course Offerings**
- [x] **Curriculum Based Measures**
- [x] **Grades**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Student failure and/or retention rates**
- [x] **WIDA ACCESS for ELLs**
- [x] **Other**

Adult Learning Culture

- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Demographic data**
- [x] **Enrollment**
- [x] **Perception/survey data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

1. Reed High School will decrease failures in core classes by two percent during the 2026-2027 SY. We are holding on to this goal despite the failures in core classes continuing to rise. In SY 2025-2026 students that were failing one or more core class was 22.8% those failing two or more core classes was 15.2%, while students failing 3 or more core classes was 7.4%. These percentages all increased for 2025-2026 with students that were failing one or more core class was 34.9 % those failing two or more core classes was 23.8%, while students failing 3 or more core classes was 14.9%. [BIG 9/25/26]
2. Reed High School will continue to increase the number of students meeting or exceeding the state college career and college readiness standard on the ACT in both math and ELA by two percent in SY 2026-2027. Math will increase from 23.9% to 25.9%, and ELA will increase from 46.7% to 48.7% in 2026-2027 SY. This two percent goal was met last year, and we feel like it is beneficial for our learning community to continue [NDOE data, retrieved 9/25/26].

Formative Measures: Collect grade distribution data in all content areas after each grading period to departments to review within PLC content-level groups to strategize improvement for students within the subject. Additionally, Teir one instruction committee will brainstorm ACT review strategies to incorporate for the first 2 months of the spring 2026 semester to improve student performance on the ACT. This will include increasing student familiarity with the test format as well as its importance/relevance to students.

Improvement Strategy 1

SEL

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Scaffolding tier 1 instruction to include math and ELA review and practice in all content areas, focusing on relevance of these areas to student futures.	Josh Rosenbloom /Leadership team	SY 2026-27	
2	Ensuring that students can articulate their learning and the relevance to their future (real world application) of their learning in each class each class every day.	Classroom teachers/ Leadership team	SY 2026-27	

Position Responsible: Principal and Curriculum Assistant Principal

Resources Needed: Clear communication to departments and staff about the importance of students knowing what they are learning, why they are learning it, and understanding the success criteria in mastering content. Modeling and practice monitored by departments and administration through the PLC and evaluation processes.

Evidence Level

Level 2: Moderate:
Tier 1 Instruction and SEL

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Reed High School 9th grade core class failures in at least 1, 2, and 3 core classes has been steadily increasing. In SY from 2023-2024 students failing 1 core class increased from 21.1% (SY 2023-2024) to 22.8% (SY 2024-2025). Percentages of 9th graders failing at least 1 core class have jumped during SY 2025-2026 from 22.8% (SY 2024-2025) to 34.9% 22.8% (SY 2025-2026). Similar marked increases were shown for 9th grade failures in 2 or more and 3 or more core content courses. [BIG 6/12/26] Disturbingly, Reed High School students meeting or exceeding NV state Career and College Readiness target of 17 on the ACT has dropped in both Math and ELA from SY 2021-2022 to SY 2023-2024. In the recent year's comparisons, ELA proficiency has dramatically decreased from 42.3% proficient in the 2023-2024 SY to 35.6% proficient in ELA in 2024-2025 SY. Where conversely, Math proficiency has increased from 16.2% of students being proficient in math to 19.3% in SY 2024-2025. [NDOE, 2024-2025 Data]. [NDOE, 2025-2026 Data] shows a proficiency increase for both ELA (46.7%) and Math (23.9%) performance at Reed High School during this past year. While improvement is evidenced from these gains, as a staff we want to see continued growth in these proficiency level measures for our students.	Rising eighth graders are new to the rigor of High School coursework, lack organization, and may be unclear on high school expectations. These increased core failures for 9th graders are likely also linked to the pandemic and increased challenges for sensitive populations. Student unfamiliarity with the test & test not valued/taken seriously by all students, especially after pandemic. Increased Challenges for sensitive populations.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Reed High School will use informal PLC walkthrough data to monitor Teacher Clarity implementation and the use of learning outcomes and success criteria within and among departments on campus (English, Math, Science, Social Studies, World Languages, Fine Arts, Special Education, CTE, PE). Furthermore, administration will observe students having the opportunity to discuss using the content language at least two times in every class. By the end of the year, we will be able to observe these in classrooms 100% of the time.

Formative Measures: Review PLC progress and use of data in informing instruction to improve student outcomes.

Improvement Strategy 1

As all departments complete work on common assessments at each level, PLC groups will continue to collaborate and identify best practices to focus on in tier 1 instruction to improve student learning. PLC groups can become more efficacious in using and interpreting data as well as in sharing challenges within individual classes. This can inform/improve instructional strategies to improve student learning in all classes, levels, and content areas.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Model the use of data in Department leader meeting to develop strategies to improve student learning. Monitor implementation during PLC meetings to gauge success.	Leadership Team (including department chairs)	2026-2027 SY	

Position Responsible: Administrative Team and Department Chairs

Resources Needed: Time to work within PLC groups to both model and practice using classroom level data to inform pedagogy among course levels taught by different teachers. Interpreting student data and using it to identify what works best with students. This time is essential to have instructor view data critically and share both struggles and successes in student learning. The time is also needed for departments and individual PLC groups to have honest conversations and sharing their struggles in students learning content within their classes. Work on providing a safe space to be vulnerable and have honest conversations.

Evidence Level

Level 2: Moderate:
Effective PLC Strategies

Problem Statements: Student Success 2 - Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	Professional Learning Communities at Reed High School need to increase the use of data to inform pedagogy in each department on campus (English, Math, Social Studies, World Languages, Fine Arts, Special Education, English Language Learners), to scaffold instruction to improve student learning outcomes. In regard to this year's staff climate survey (n=48), our staff seemed more positive than in previous years about our school's expectations of success (increasing 7%) additional gains were made in staff's perception of Fairness and Respect (up 2), the Quality of WCSD (up 3), and Staff-Student Relationships (up 3). Notable decreases in Staff perceptions in the 2025-2026 Climate survey were that work stress (down 3) but still above district average. Other notable staff decreases were in social emotional learning (down 5) and student behaviors (down 4). [2025-2026 Staff Climate Survey Data, WCSD/Reed High School]	Existing PLC department groups largely focus on how things have been done in the past instead of interpreting department and cohort data and using it to guide/improve pedagogy to increase student learning/credit attainment.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Professional Learning Communities at Reed High School need to increase the use of data to inform pedagogy in each department on campus (English, Math, Social Studies, World Languages, Fine Arts, Special Education, English Language Learners), to scaffold instruction to improve student learning outcomes. In regard to this year's staff climate survey (n=48), our staff seemed more positive than in previous years about our school's expectations of success (increasing 7%) additional gains were made in staff's perception of Fairness and Respect (up 2), the Quality of WCSD (up 3), and Staff-Student Relationships (up 3). Notable decreases in Staff perceptions in the 2025-2026 Climate survey were that work stress (down 3) but still above district average. Other notable staff decreases were in social emotional learning (down 5) and student behaviors (down 4). [2025-2026 Staff Climate Survey Data, WCSD/Reed High School]	Existing PLC department groups largely focus on how things have been done in the past instead of interpreting department and cohort data and using it to guide/improve pedagogy to increase student learning/credit attainment.

Inquiry Area 3

Connectedness

SMART Goal 1

Goal: to increase 90% attendance by 5% from 73% to 75% in 26-27 SY. conversely, decreasing chronic absenteeism from 32% to 27%.. Chronic absenteeism was relatively stable in the years following COVID (nearly 26% over three years) to just over 30% in the 2024-2025 SY. Similarly, chronic absenteeism increased nearly 2% in 2025-2026. (BIG 9//23/2025)

Formative Measures: Review intervention strategies, institute refined methods to get students in class and/or parents to provide medical documentation to attendance office.

Improvement Strategy 1

SEL/PBIS
Identify students from 2024-2025 SY that were chronically absent (10-30%) and begin working with them in August to build strong attendance patterns. After 10 days begin using WCSD's Absenteeism dashboard to identify and communicate with students/families at risk of chronic absenteeism. Develop manageable hotlists and a system of targeted improvement throughout the schoolyear. Use BIG Absenteeism dasboard to update attendance and identify attendance patterns.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Build hotlist from 2024-2025 SY to focus on building strong attendance patterns	Krista Kruger, Natalie Ramirez, Attendance office	8/2025	
2	After first 10-days of classes build a manageable current SY hotlist to contact/intervene on attendance concerns.	Krista Kruger, Natalie Ramirez, Attendance office	2026-2027 SY	

Position Responsible: Administration/ Truancy Officer/Attendance Office

Resources Needed: Time and developing systems for communicating with a large number of students and families.

Evidence Level

Level 2: Moderate:
SEL/PBIS

Problem Statements: Student Success 3 - Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
3	Chronic absenteeism is increasing. It has increased nearly 4% this year from a steady 26% over the last 3 years to just over 30% (SY 2024-2025). In SY 2025-2026 absenteeism again increased to nearly 32% (BIG 6//9/2025) Goal: to increase 90% attendance by 5% from to 73% in 26-27 SY. Decreasing chronic absenteeism from nearly 32%% to 27%.	Unknown. Ease of students not going to class. Rework intervention strategies.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Chronic absenteeism is increasing. It has increased nearly 4% this year from a steady 26% over the last 3 years to just over 30% (SY 2024-2025). In SY 2025-2026 absenteeism again increased to nearly 32% (BIG 6//9/2025) Goal: to increase 90% attendance by 5% from to 73% in 26-27 SY. Decreasing chronic absenteeism from nearly 32%% to 27%.	Unknown. Ease of students not going to class. Rework intervention strategies.

Teams

Teams

School Continuous Improvement (CI) Team

Members

First Name	Last Name	Position	Committee Role
Imani	Valle	Student Representative	Student
Jen	Felices	Counseling Department Lead	Counselor
Sara	Carillo	Registrar	Classified
Michelle	Matherly	English Dept Lead	Teacher
Anna	Smith	Carrer Center	Parent
Michael	McMurray	Assistant Principal	Administration
Josh	Rosenbloom	Principal	Administration

Community Outreach Activities

Activity	Date	Lesson Learned
Freshman Orientation Event/Back to School Night	8/5/2026	That freshman students and parents appreciated the opportunity to see school. Additionally, that construction to the building may require further systems approaches to student and vehicle management.
College/Scholarship Kickoff	9/3/2026	College and Career Center meeting to alert parents about timelines for college applications, scholarships and assist parents in filling out FASFA applications. Learned that we need to have better communication with families to increase attendance.
VIP Dinner and Awards on the Field	8/21/2026	A showcase and kick-off of the new turf field. There was dinner served by our culinary program and desert from community partners. Faculty families, community members and VIP's were recognized for their efforts in making the dream of a turf field at Reed a reality.
Homecoming 2026	9/18/2026	Week of activities and community outreach about dress-up days, spirit week activities game and dance.
Future Raider Night	9/25/2026	Football game with extended halftime to showcase future Raider Football players (pop warner) as well as providing time for our band to perform entire program for our Reed community.
Candy Carnival	10/28/2026	Annual event where community children come to Reed for games, activities and safe Trick-or -Treating. Popular with our local community families. Learned to communicate with appropriate stakeholder groups, such as elementary schools for better turnout.