Washoe County School District

Edward C. Reed High School

2025-2026 School Improvement Plan

Classification: 3 Star School

TSI

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/washoe/edward_c_reed_high_school/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- Reed shows steady growth in English Learner (EL) student performance across language domains (Listening, Speaking, Reading, Writing, Oral Language, Literacy, and Comprehension) over three academic years (2021-2024).
- The number of EL students enrolled for 90 days or more increased, as did the percentage of students exiting EL status.
- The 2024 ACT performance data shows composite ACT scores have remained relatively stable from 2022 to 2024, with an average score of 17-18 across the school.
- The 2024 High School Credits data shows steady progress in credit attainment across 9th, 10th, and 11th grades. Overall, 76% of 9th graders, 60% of 10th graders, and 74% of 11th graders met core credit standards, with moderate improvements seen in special programs like FRL and EL.

Student Success Areas for Growth

- ELL and FRL students' underperformance in ACT (NV state Career and College Readiness measure).
- The widening achievement gap between GT students and ELL/FRL students.
- Credit attainment declining for 9th graders and all cohort special populations such as: ELL and FRL students, especially in the 11th grade.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Increase ELL credit attainment and ACT performance. Additionally, improve attendance.	Training for departments on Elevation site/program to scaffold ELL instruction across content areas.
Foster/Homeless	Increase credit attainment and ACT performance. Additionally, improve attendance.	Identify needs, improve attendance interventions, focus on tier 1 instructional strategies
Free and Reduced Lunch	Increase credit attainment and ACT performance. Additionally, improve attendance.	Identify needs, improve attendance interventions, focus on tier 1 instructional strategies
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Meeting students where they are at and getting an understanding of their culture.	SEL activities and creating classroom community
Students with IEPs	Collaboration/communication with case managers	Identify needs, improve attendance interventions, focus on tier 1 instructional strategies

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Reed High School 9th grade failures in core classes have increased. In SY 2023-2024 students failing core classes increased 2% from 59% to 61% (combined) [BIG 6/10/25]. 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 23-24 SY to 35.6% proficient in ELA in 224-25 SY. Where conversely, Math proficiency has increased from 16.2% of students being proficient in math to 19.3% in SY 24-25.[NDOE, 24/25 Data].
Critical Root Cause: 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.

Problem Statement 2 (Prioritized): 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.
Critical Root Cause: 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 improve pedagogy to increase student learning/credit attainment.

Problem Statement 3 (Prioritized): Chronic absenteeism is increasing. It has increased nearly 4% this year from a steady 26% over the last 3 years to just over 30% this year (SY 2024-2025). Goal: to increase 90% attendance by 5% from 70 to 75% in 25-26 SY. Decreasing chronic absenteeism from 30% to 25%. (BIG 6//9/2025)
Critical Root Cause: Unknown. Ease of students not going to class. Rework intervention strategies

Adult Learning Culture

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

Adult Learning Culture 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

Gradebook input

Communication home about concerns and progress

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Providing scaffolded support for ELL students	Elevation training & SEL activities and creating classroom community
Foster/Homeless	These students are unknown to staff	SEL activities and creating classroom community
Free and Reduced Lunch	These students are unknown to staff	SEL activities and creating classroom community
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Meeting students where they are at and getting an understanding of their culture.	SEL activities and creating classroom community
Students with IEPs	Collaboration/communication with case managers and ESP	Systems approach to collaboration/communication & SEL activities and creating classroom community

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): 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.
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Connectedness

Connectedness Areas of Strength

<u>2024-2025 Student Climate Survey reveals increases in student perceptions of</u>:

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

<u>2024-2025 Staff Climate Survey reveals increases in student perceptions of</u>:

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

<u>2023-2024 Parent Climate Survey reveals (most recent available)</u>:

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%).

Connectedness Areas for Growth

<u>2024-2025 Student Climate Survey reveals</u>:

Students do not acknowledge that cell phone use is an issue.

Students largely feel that students will not follow cell phone rules at Reed HS.

<u>2024-2025 Staff Climate Survey reveals</u>:

No movement in Parent involvement despite 6% increase in home-school communication

a significant increase in perception of WORK STRESS.

<u>2023-2024 Parent Climate Survey reveals (most recent available)</u>:

No apparent areas for growth revealed

Connectedness 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 1 (Prioritized): Chronic absenteeism is increasing. It has increased nearly 4% this year from a steady 26% over the last 3 years to just over 30% this year (SY 2024-2025). Goal: to increase 90% attendance by 5% from 70 to 75% in 25-26 SY. Decreasing chronic absenteeism from 30% to 25%. (BIG 6//9/2025)
Critical Root Cause: Unknown. Ease of students not going to class. Rework intervention strategies

Priority Problem Statements

Problem Statement 1: Reed High School 9th grade failures in core classes have increased. In SY 2023-2024 students failing core classes increased 2% from 59% to 61% (combined) [BIG 6/10/25]. 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 23-24 SY to 35.6% proficient in ELA in 224-25 SY. Where conversely, Math proficiency has increased from 16.2% of students being proficient in math to 19.3% in SY 24-25.[NDOE, 24/25 Data].

Critical Root Cause 1: 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.

Problem Statement 1 Areas: Student Success

Problem Statement 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.

Critical Root Cause 2: 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 improve pedagogy to increase student learning/credit attainment.

Problem Statement 2 Areas: Student Success - Adult Learning Culture

Problem Statement 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% this year (SY 2024-2025). Goal: to increase 90% attendance by 5% from 70 to 75% in 25-26 SY. Decreasing chronic absenteeism from 30% to 25%. (BIG 6//9/2025)

Critical Root Cause 3: Unknown. Ease of students not going to class. Rework intervention strategies

Problem Statement 3 Areas: Student Success - Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- CCR Participation data
- Grades
- Nevada State Performance Framework (NSPF)
- Student failure and/or retention rates
- Other
  - 2024/2025 Accreditation Executive Summary

Adult Learning Culture

- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- 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 2025-2026 schoolyear. This is based on district data from last year. Specifically, in 2025 students that were failing one or more core class was 29.9%, those failing two or more core classes was 20.3%, while students failing 3 or more core classes was 14.7%. Based on Progress grades posted 10/22/25, students failing one or more core classes increased to 35%, while students failing two or more core classes decreased to 19.3%, and those failing 3 or more core classes also decreased to 10.7%. [BIG 10/28/25]
2. Reed High School will increase the number of students meeting or exceeding the state college career and college readiness standard on the ACT in both ELA (from 35.6%) and Math (from 19.3%) (NDOE 2024-2025 data). During this year's ACT administration in February 2026, we will increase this college and career readiness score by at least two percent.

Aligns with District Goal

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 Details					Status Checks		
Improvement Strategy 1: SEL					**Status Check**		
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**		**Nov**	**Feb**	**May**
					No review	No review	No review
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 2025-26				
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 2025-26				

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/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Reed High School 9th grade failures in core classes have increased. In SY 2023-2024 students failing core classes increased 2% from 59% to 61% (combined) [BIG 6/10/25]. 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 23-24 SY to 35.6% proficient in ELA in 224-25 SY. Where conversely, Math proficiency has increased from 16.2% of students being proficient in math to 19.3% in SY 24-25.[NDOE, 24/25 Data].   **Critical Root Cause**: 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: 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, Social Studies, World Languages, Fine Arts, Special Education, CTE, English Language Learners). By the end of the year, we will be able to observe this in classrooms 100% of the time.

Aligns with District Goal

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

Improvement Strategy 1 Details				Status Checks		
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.				**Status Check**		
				Nov	**Feb**	**May**
				No review	No review	No review

Action #	Actions for Implementation	Person(s) Responsible	Timeline
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)	2025-2026 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/Critical Root Cause: Student Success 2 - Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 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. **Critical Root Cause**: 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 improve pedagogy to increase student learning/credit attainment.

Adult Learning Culture
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Inquiry Area 3: Connectedness

SMART Goal 1: 1. Decrease chronic absenteeism rate (increased nearly 4% this year) from nearly 26% over the last 3 years to just over 30% this year. Goal: to increase 90% attendance by 5% from 70 to 75% in 25-26 SY. Decreasing chronic absenteeism from 30% to 25%. (BIG 6//9/2025)

    Aligns with District Goal

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

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Status Checks</th></tr>
<tr><td colspan="4" rowspan="2">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.</td><td colspan="3">Status Check</td></tr>
<tr><td>Nov</td><td>Feb</td><td>May</td></tr>
<tr><td colspan="4"></td><td>No review</td><td>No review</td><td>No review</td></tr>
<tr><td>Action #</td><td>Actions for Implementation</td><td>Person(s) Responsible</td><td>Timeline</td><td></td><td></td><td></td></tr>
<tr><td>1</td><td>Build hotlist from 2024-2025 SY to focus on building strong attendance patterns</td><td>Krista Kruger, Natalie Ramirez, Attendance office</td><td>8/2025</td><td></td><td></td><td></td></tr>
<tr><td>2</td><td>After first 10-days of classes build a manageable current SY hotlist to contact/intervene on attendance concerns.</td><td>Krista Kruger, Natalie Ramirez, Attendance office</td><td>2025-2026 SY</td><td></td><td></td><td></td></tr>
<tr><td colspan="4">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/Critical Root Cause: Student Success 3 - Connectedness 1</td><td></td><td></td><td></td></tr>
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SMART Goal 1 Problem Statements:

Student Success
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School Continuous Improvement (CI) Team

Team Role	Name	Position
Student	Ella Fuhrman	Student Representative
Counselor	Jen Felices	Counseling Department Lead
Classified	Sara Carillo	SRO Secretary
Teacher	Michelle Matherly	English Dept Lead
Parent	Anna Smith	Carrer Center
Administration	Michael McMurray	Assistant Principal
Administration	Josh Rosenbloom	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
Freshman Orientation Event	8-6-2025	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.
Back to School Night	8/27/2025	That less upperclassman parents attend this night versus freshman orientation. Discussed changing the format of the evening to encourage more parents and participation.
College/Scholarship Kickoff	10/22/2025	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.
Candy Carnival	10/29/2025	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.
Fall Football Homecoming Game	10/3/2025	Community members and returning student graduates invited to attend and root on the Raiders.