Clark County School District

Reid, Harry ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: Not Rated

Title I

District Approval Date: August 6, 2026

Mission Statement

To ensure students achieve academically and demonstrate citizenship, responsibility and respect for people and property.

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/clark/harry_reid_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

On the MAP Reading Assessment, 100% of Reid students showed growth or maintained their percentile in reading achievement. 80% of students scored above the 40th percentile in Reading on the Spring Reading MAP Assessment. This is an improvement from last spring when 50% of our students demonstrated proficiency in Reading on the Spring 2025 Reading MAP Assessment by scoring above the 40th percentile in achievement. In the Spring of '23-'24 SY, there were no students scoring above the 80th percentile. In the spring of 2025, 13% of students scored above the 80th percentile on the spring MAP assessment in reading. In the Spring of 2026, 20% of our students scored above the 80th percentile, and 60% of our students scored at or above the 59th percentile.

In the Spring of 2024, the school was in the 49th Median Growth Percentile and the 44th Median Achievement Percentile. No grades were represented in the high-growth-high-achievement quartile. In the Spring of 2025, the school remained in the 49th Median Growth Percentile but had increased to the 50th Median Achievement Percentile. The second grade moved to the 84th median growth percentile and to the 81st Median Achievement Percentile. In the Spring of 2026, the school was in the 67th median percentile in growth and the 59th median percentile in achievement. Grades 2 and Grades 3 earned spots in the high-growth-high-achievement quartile.

Student Success Areas for Growth

On the 25-26 Winter Reading MAP Assessment, 22% had met their projected growth and 78% of students showed growth in Reading. On the Spring Reading MAP Assessment, 60% of students had met their projected growth. 90% of students had shown growth, while 10% of students had remained the same.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	There is currently no identifiable achievement gap between LEP and NOT LEP students. Currently, the ELL population is limited; however, English Language Learners (ELL) may need scaffolds, differentiated lessons, and school-based routines to achieve academic success on the state assessments and establish a sense of connectedness to the school.	Tier I and classroom Tier II instruction will support students' grade-level learning through appropriate scaffolds and differentiated lessons as necessary. All students will participate in Leader In Me activities with support to build a sense of connectedness to the school. Students will have access to Tier II Reading and Math support, as required by district guidelines. This access will be provided by the RBG3 Strategist, other licensed personnel as needed, and Certified Temporary Tutors. The counselor will provide support as needed.
Foster/Homeless	There is currently no identifiable achievement gap between Foster/Homeless and Not Foster/Homeless students. Students at Reid ES can experience foster care and homelessness and may need scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	Foster/Homeless: Tier I and classroom Tier II instruction will support students' grade-level learning through appropriate scaffolds and differentiated lessons as necessary. All students will participate in Leader In Me activities with support to build a sense of connectedness to the school. Students will have access to Tier II Reading and Math support, as required by district guidelines. This access will be provided by the RBG3 Strategist, other licensed personnel as needed, and Certified Temporary Tutors. The counselor will provide additional support as necessary.

Student Group	Challenge	Solution
Free and Reduced Lunch	There is currently no identifiable achievement gap between FRL student and Not FRL students. 100% of our students qualify as FRL. As in other areas, students may need scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	Tier I and classroom Tier II instruction will support students' grade-level learning through appropriate scaffolds and differentiated lessons as necessary. All students will participate in Leader In Me activities with support to build a sense of connectedness to the school. The counselor will provide additional support as needed and connect families to community services and resources. Students will have access to Tier II Reading and Math support as required by District guidelines. The RBG3 Strategist, other licensed personnel as needed, and Certified Temporary Tutors will provide this access. The counselor will provide additional support as necessary.
Migrant/Title1-C Eligible	If Reid ES enrolls students who meet these criteria, the students may need scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	Tier I and Tier II instruction will support students' grade-level learning through appropriate scaffolds and differentiated lessons as necessary. All students will participate in Leader In Me activities with support to build a sense of connectedness to the school. Students will have access to Tier II Reading and Math support as required by District guidelines. This access will be provided by the RBG3 Strategist, other licensed personnel as needed, and Certified Temporary Tutors.The counselor will provide additional support as required. The counselor will support these students as needed and help connect their families to community resources.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Individual students may need scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	Tier I and Tier II instruction will support students' grade-level learning through appropriate scaffolds and differentiated lessons as necessary. All students will participate in Leader In Me activities with support to build a sense of connectedness to the school. Students will have access to Tier II Reading and Math support as required by District guidelines. This access will be provided by the RBG3 Strategist, other licensed personnel as needed, and Certified Temporary Tutors.The counselor will provide support as needed.
Students with IEPs	The 25-26 SY MAP data indicated that students with IEPs individually met or did not meet their projected MAP growth. In addition to the support they receive as part of their Individual Education Plan, IEP, students with IEPs may need scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	Students with IEPs: IEP accommodations will be met. Additionally, Tier I and Tier II instruction will support students' grade-level learning through the use of appropriate scaffolds and differentiated lessons as needed. All students will participate in Leader In Me activities with support as necessary to build a sense of connectedness to the school. Students will have access to Tier II Reading and Math support as required by District guidelines. This access will be provided by the RBG3 Strategist, other licensed personnel as needed, and Certified Temporary Tutors. The counselor will support these students as needed and help connect their families to community resources.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): All students need to experience impactful Tier I and Tier II instruction daily in a learning environment focused on their specific needs and increasing each student's school connectedness.
Critical Root Cause: We need to focus on impactful Tier I and Tier II instruction focused on each student's specific needs and increasing each student's school connectedness.

Problem Statement 2 (Prioritized): As evidenced by MAP Assessment data, the problem is that ELs may perform below other identified students groups in the school.
Critical Root Cause: If low performance of ELs in language proficiency and content achievement occurs, it is due to the instructional strategies and resources within the school's control.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of proficiency as measured by MAP ELA from 50% in the 2025-2026 SY to 70% as measured by iReady by the conclusion of the 2026-2027 SY. Increase the percentage of proficiency as measured by MAP Math from 50% in 2025-2026 SY to 70% as measured by iReady by the conclusion of the 2026-2027 SY.

Formative Measures: iReady Data

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Every student Tier I ELA instruction with high quality, standards-based instructional materials through strategies that engage every student and focus on literacy and comprehension skills. Teachers will provide re-teaching of Tier I materials as needed. The RBG3 strategist will support staff in providing Tier II support for those students falling below the 40th percentile with specific missing skills until the missing skills are mastered as evidenced by progress monitoring.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Support teachers in aligning pacing and instruction with the materials found in the Curriculum Hub as they utilize the District's approved and supported curriculum, and in selecting appropriate supplemental learning materials and activities as needed.	Teachers, Principal, Read by Grade 3 Strategist	Throughout the year	
2	Utilize high-impact instructional strategies, including : 1. Create opportunities in every lesson for all students to Find Their Voice and Inspire others to Find Theirs through collaborative learning strategies, such as Think-Pair-Share and Partner Talks, so they can think and speak throughout the lesson, answer questions, and write about their learning. 2. Think Win-Win by utilizing the Big 3 to support students in becoming independent in thinking about the genre, main idea, and summary of texts they hear and read. 3. Synergize with colleagues for impactful Tier I instructional practices, Tier II and Tier III interventions, and progress monitoring to support current learning, address learning deficits, and provide opportunities to extend learning opportunities for students.	Teachers, Principal, Read by Grade 3 Strategist	Throughout the year	

Reviews

Status Check		EOY Reflection
Oct	Feb	June

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
3	The RBG3 strategist will create a plan to provide targeted Tier II support for those students falling below the 40th percentile in Reading, with specific missing skills, until the missing skills are mastered, as evidenced by progress monitoring.	Teachers and instructional staff, Principal, Reading by Grade 3 Strategist	Throughout the year.	

Position Responsible: Principal

Resources Needed: HMH Into Reading
95 Phonics Core Instructional Materials
Edmentum
Curriculum Hub

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level
Level 1: Strong: 95 Core Phonics
Level 2: Moderate: HMH Into reading
Level 3: Promising: Edmentum

Problem Statements/Critical Root Cause: Student Success 1

No review	No review	

Inquiry Area 1: Student Success

SMART Goal 2: Maintain the percentage of English Learners proficient in Mathematics at 100% in 25-26 SY in the 26-27 SY as measured by state summative assessments.
Maintain the percentage of English Learners proficient in English Language Arts at 100% in 25-26 SY in the 26-27 SY, as measured by state summative assessments.

Formative Measures: iReady projected proficiency data
Grades/and/or classroom assessments.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).	Principal	December 2026	
2	Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.	Principal, RBG3 strategist, and classroom teacher	September 2026 and January 2027	
3	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	Principal, RBG3 strategist, and classroom teacher	Ongoing	

Position Responsible: Principal

Resources Needed: ULD professional learning series
Tier I Monitoring Tool
Academic Language Look (ALL) For Tool

Evidence Level
Level 3: Promising: HMH English
Level 4: Demonstrate Rationale: ELD Curriculum

Problem Statements/Critical Root Cause: Student Success 2

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

Improvement Strategy 2: AB335: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL).

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement Focused Language Study (FLS) and Summit K12 Tier II support for newcomers.	Principal, RBG3 strategist, classroom teacher	Ongoing through 26-27 SY	
2	Implement Essentials for Language Development (ELD) and Summit K12 Tier II support for LTELs.	Principal, RBG3 strategist, classroom teacher	Ongoing through 26-27 SY	
3	Implement Academic Content Language Expansion (ACLE) and Summit K12 Tier II for LTELs.	Principal, RBG3 strategist, classroom teacher	Ongoing through 26-27 SY	
4	Implement Reading Skills Centers as a Tier II support for designated EL students.	Principal, RBG3 strategist, classroom teacher	Ongoing through 26-27 SY	
5	Monitor implementation of English learner support in Tier II by participating in instructional rounds utilizing the Tier II monitoring tools for FLS, ELD, and ACLE.	Principal, RBG3 strategist, classroom teacher	Ongoing through 26-27 SY	
6	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	Principal, RBG3 strategist, classroom teacher	Ongoing through 26-27 SY	

Position Responsible: Principal

Resources Needed: FLS instructional materials, QTEL Newcomer Curriculum.
ELD instructional materials, STEL Curriculum
ACLE instructional materials, English 3D
Reading Skills Center materials and curriculum
Summit K12
FLS, ELD, and ACLE Look For Tools

Evidence Level
Level 4: Demonstrate Rationale: FLS instructional materials, QTEL Newcomer Curriculum. ELD instructional materials, STEL Curriculum ACLE instructional materials, English 3D Reading Skills Center materials and curriculum Summit K12 FLS, ELD, and ACLE Look For Tools

Problem Statements/Critical Root Cause: Student Success 2

Adult Learning Culture

Adult Learning Culture Areas of Strength

According to interviews with instructional staff, they feel that they are involved in decisions made at the school. Licensed staff were able to collaborate, but appreciate opportunities in the schedule to collaborate across grade levels in the coming year.

Adult Learning Culture Areas for Growth

Teachers will continue to plan, review, and respond to student learning; however, they will also have scheduled time to collaborate with support staff members to best support all student learning across grade levels.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Currently, the ELL population is limited; however, English Language Learners (ELL) may need scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	All staff will complete ULD training. Additionally, the Principal and RBG3 strategist will provide ongoing professional learning and support during PLC process to ensure the classroom teacher and RBG3 strategist will ensure that the classroom teacher can effectively use 95 Phonics to build fluency and comprehension skills, as needed, as well as the tools in HMH Reading to grow their Speaking, Listening, and Writing Skills as needed. Teachers will engage in ongoing professional learning with the Principal to learn to support ELL students to plan and respond to data related to Tier I and classroom Tier II instruction that support student grade-level learning through appropriate scaffolds and differentiated lessons as necessary. The principal will provide ongoing professional learning to licensed staff to understand the how to support ELL Students when they fall below the 40th percentile in Reading and Math iReady Assessments as required by District guidelines. The principal will ensure that staff learn to identify opportunities for ELL students to participate in Leader In Me activities with support to build a sense of connectedness to the school.
Foster/Homeless	Students at Reid ES can experience foster care and homelessness and may need scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	The Principal will provide ongoing professional learning during PLC so that teachers can learn to effectively plan and respond to the unique needs of Foster/Homeless students as it relates to Tier I and classroom Tier II instruction. The Principal and counselor will provide ongoing professional learning to help all staff support the unique needs of Foster/ Homeless students when they participate in Leader In Me activities to build a sense of connectedness to the school.

Student Group	Challenge	Solution
Free and Reduced Lunch	100% of our students qualify. As in other areas, students may need scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	The Principal will provide ongoing professional learning during PLC to support teachers in learning to respond to the needs of students in the Free and Reduced Lunch population as they plan and respond to data related to Tier I and classroom Tier II instruction. The Principal and counselor will provide ongoing professional learning to help all staff support the unique needs of Free and Reduced Lunch students when they participate in Leader In Me activities to build a sense of connectedness to the school.
Migrant/Title1-C Eligible	Students may need scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	The Principal will provide ongoing professional learning during PLC to support teachers in learning to respond to the needs of students who are Migrant/ Title1-C Eligible as they plan and respond to data related to Tier I and classroom Tier II instruction. The Principal and counselor will provide ongoing professional learning to help all staff support the unique needs of Migrant/Title1-C Eligible students when they participate in Leader In Me activities to build a sense of connectedness to the school.
Racial/Ethnic Minorities	Our 2025-2026 school year data indicate that students from different racial and ethnic groups may individually demonstrate a need for scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	The Principal will provide ongoing professional learning during PLC to support teachers in learning to respond to the needs of Racial/Ethnic Minority students as they plan and respond to data related to Tier I and classroom Tier II instruction. The Principal and counselor will provide ongoing professional learning to help all staff support the unique needs of Racial/Ethnic Minority students in our school community when they participate in Leader In Me activities to build a sense of connectedness to the school.

Student Group	Challenge	Solution
Students with IEPs	The 25-26 SY MAP data indicated that students with IEPs individually met and did not meet their projected MAP growth in Reading. In addition to the support they receive as part of their Individual Education Plan, IEP, students with IEPs may need scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	The principal will work with the Special Education Instructional Facilitator to provide ongoing professional learning to licensed staff to help them effectively collaborate to ensure that the needs of all students with disabilities are met and that all IEP accommodations are followed.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers work independently serving multiple grades, yet they also need time for professional learning and collaboration time for planning and responding to assessment data.
Critical Root Cause: A weekly schedule needs to be created so that teachers have embedded time in the contract day to individually plan, review, and respond to student learning as well as to collaborate regarding their planning and assessment data.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Each teacher will engage in the PLC process to plan, analyze, and provide for intervention and extension. Evidence of these PLC practices will be documented by each grade-level PLC each week and monitored by the principal.

Formative Measures: PLC Google Form and related data.

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

Improvement Strategy 1: Teachers will plan utilizing appropriate materials and impactful strategies.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide weekly individual and collaborative opportunities for teachers who plan independently and together.	Teachers and Principal	Weekly.	

Position Responsible: Principal

Resources Needed: Allotted, structured time for PLC meetings
District-approved curriculum and resources

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 2: Moderate: Professional Learning Community Focus

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

Improvement Strategy 2: Teachers will analyze independently and collaborative classroom and iReady student learning data to respond to the learning needs of their students.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will work independently and together during embedded collaborative and preparatory times to analyze and respond to their classroom and iReady assessment data. The principal and RBG3 strategist will facilitate understanding opportunities for reteaching, extending, and focusing learning opportunities.	Teachers, RBG3 Strategist, and Principal.	Weekly and Quarterly.	

Position Responsible: Principal

Resources Needed: Nevada Academic Content Standards
Weekly planning calendars and plan books
Standards-aligned instructional materials
Planning time

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 2: Moderate: Professional Learning Community Focus

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Connectedness

Connectedness Areas of Strength

All families attended Welcome Back Event and Open House in fall of 2025. All families attended the Reid Family Literacy Event in the Spring of 2026. 70% of students did not have chronic absenteeism for the 25-26 school year.

Connectedness Areas for Growth

Students are attending school regularly, but we need increase student connectedness to learning, leadership, and attendance.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Currently, the ELL population is limited; however, individual English Language Learners (ELLs) may struggle with connectedness as evidenced by their attendance and behavior. As a result, they need scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	To develop a sense of achievement and connectedness to school, we will focus on a culturally affirming environment in our classroom environments following the best practices recommended by our District and our Leader in Me practices, routines, and procedures.
Foster/Homeless	Students at Reid ES can experience foster care and homelessness and may need scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	To develop a sense of achievement and connectedness to school for students experiencing Foster Care/Homelessness, we will focus on creating stable and inclusive school and classroom environments following the best practices recommended by our District and our Leader in Me practices, routines, and procedures.

Student Group	Challenge	Solution
Free and Reduced Lunch	At the end of the 25-26 SY, 100% of students qualified for Free and Reduced Lunch. Individually their attendance and behavior may indicate that they may need scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	To develop a sense of achievement and connectedness to school for our Free and Reduced Lunch students, we will focus on creating school and classroom environments with necessary resources and opportunities for all of our students following the best practices recommended by our District and our Leader in Me practices, routines, and procedures.
Migrant/Title1-C Eligible	Students may need scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	To develop a sense of achievement and connectedness to school, we will focus on quickly building relationships with our Migrant/Title 1-C Eligible students allowing, and creating welcoming school and classroom environments following the best practices recommended by our District and our Leader in Me practices, routines, and procedures.
Racial/Ethnic Minorities	Our 2025-2026 school year data indicate that individual students from different racial and ethnic groups may need support with connectedness as evidenced by their attendance and behavior. They may demonstrate a need for scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	To develop a sense of achievement and connectedness to school, we will focus on quickly building authentic relationships and creating culturally affirming environments, guided by the best practices recommended by our District and our Leader in Me framework. This means actively cultivating classrooms where diverse perspectives are sought out and celebrated. Our District curriculum will reflect the rich histories and contributions of all cultures, and our staff are trained to “Seek First to Understand, Then to Be Understood,” ensuring that we maintain high expectations for every child while honoring their unique identity.

Student Group	Challenge	Solution
Students with IEPs	For the 25-26 SY, students with IEPs were represented in both groups of students - those with behavior events and those without. Individually, students may indicate through their attendance and behavior they they need additional support in connecting to school. In addition to the support they receive as part of their Individual Education Plans, they may need scaffolds, differentiated lessons, and school-based routines to achieve academic success and establish a sense of connectedness to the school.	To develop a sense of achievement and connectedness to school for our students in special education, we will ensure that our school and classroom environments are inclusive, allowing all students to participate in learning and leadership activities, guided by the best practices recommended by our District and our Leader in Me framework. We will ensure there are scaffolds and differentiated opportunities to connect to the school environment as needed.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students will benefit from increased connectedness to learning, attendance, and leadership.
Critical Root Cause: Students need consistent opportunities to use their Leadership Notebooks to plan and reflect on their learning, attendance, and leadership.

Inquiry Area 3: Connectedness

SMART Goal 1: All students will reflect daily in Leadership Notebooks on their Learning, Attendance, and Leadership.

Formative Measures: Leadership Notebook checks and data available through other Leader in Me practices.

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

Improvement Strategy 1: Each student will reflect daily in their Leadership Notebook on their Learning, Attendance, and Leadership.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Ensure that each classroom has Leadership notebooks ready for students to begin using by the beginning of the 3rd week of school at the latest.	Leader In Me Facilitator, Read by Grade Three Strategist, Counselor, Principal	Throughout the year	

Position Responsible: Principal

Resources Needed: Notebooks with areas focused on Learning, Attendance, and Leadership
Professional Learning on implementing Leadership Notebooks, especially when students are just beginning to learn to read and write.
Regular notebook checks so students can demonstrate their understanding of the purpose of their Leadership Notebooks.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 4: Demonstrate Rationale: Leader in Me

Problem Statements/Critical Root Cause: Student Success 1

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

Improvement Strategy 2: Use the Leader in Me Framework to support student connection to Learning, Attendance, and Leadership and this reflection in their Leadership Notebooks.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Create, monitor, and celebrate schoolwide, classroom, and individual mission statements, goals, and jobs as they relate to learning, leadership, and attendance.	Leader in Me Facilitator, Read by Grade 3 Strategist, Counselor, Principal, Teachers	Beginning of the year and used and monitored throughout the year.	
2	Weekly review of celebration of learning data, attendance, and Leadership Notebooks.	Leader in Me Facilitator, Read by Grade 3 Strategist, Counselor, Principal, Teachers	Weekly	
3	Mid-Year and End-of-Year Celebration of Learning, Attendance, and Leadership Using MAP Data, Attendance Data, and Leadership Notebooks.	Leader in Me Facilitator, Read by Grade 3 Strategist, Counselor, Principal, Teachers	Mid-Year & End-of-Year	

Position Responsible: Principal

Resources Needed: Leadership Notebooks in classrooms
Team to support and monitor schoolwide leadership roles and opportunities for all students.
Data to understand reading skill growth
Team to review, celebrate, & document Leadership Notebooks and the leadership, attendance, and academic goals and strategies in the Leadership Notebooks.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 4: Demonstrate Rationale: Leader in Me

Problem Statements/Critical Root Cause: Connectedness 1

Improvement Strategy 3 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

Improvement Strategy 3: Create a greater connection to student learning, attendance, and leadership through daily Leader In Me Lessons.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	The schoolwide daily schedule will provide time for students to connect to Leader in Me through 15-minute lessons provided by each classroom teacher	Leader in Me Facilitator, Teachers, Principal	Daily	

Position Responsible: Principal

Resources Needed: Leader In Me Website access to lessons
Daily time in the schedule for lessons in each classroom
Professional learning so that teachers are confident in delivering the lessons.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level
Level 4: Demonstrate Rationale: Leader In Me

Problem Statements/Critical Root Cause: Connectedness 1

Priority Problem Statements

Problem Statement 1: All students need to experience impactful Tier I and Tier II instruction daily in a learning environment focused on their specific needs and increasing each student's school connectedness.

Critical Root Cause 1: We need to focus on impactful Tier I and Tier II instruction focused on each student's specific needs and increasing each student's school connectedness.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers work independently serving multiple grades, yet they also need time for professional learning and collaboration time for planning and responding to assessment data.

Critical Root Cause 2: A weekly schedule needs to be created so that teachers have embedded time in the contract day to individually plan, review, and respond to student learning as well as to collaborate regarding their planning and assessment data.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Students will benefit from increased connectedness to learning, attendance, and leadership.

Critical Root Cause 3: Students need consistent opportunities to use their Leadership Notebooks to plan and reflect on their learning, attendance, and leadership.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: As evidenced by MAP Assessment data, the problem is that ELs may perform below other identified students groups in the school.

Critical Root Cause 4: If low performance of ELs in language proficiency and content achievement occurs, it is due to the instructional strategies and resources within the school's control.

Problem Statement 4 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Curriculum Based Measures
- Grades
- I-Ready
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Smarter Balanced (SBAC)
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other
    - Student and staff interviews, staff meetings, administrative observations.

Adult Learning Culture

- Equity data
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Behavior
- Demographic data
- Enrollment
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Other
    - Student Leadership Notebooks and Sign-In Sheets at school Events, Student/Parent/Teacher Conference

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The Principal, in collaboration with the Read by Grade 3 Strategist, Counselor, and Responsible Teacher, reviews student learning, behavior, and attendance data monthly.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The SOT works with the principal to outline the priorities for the School Performance Plan. The School Performance Plan is reviewed at each School Organization Team meeting.

2.2: Regular monitoring and revision

School Performance Plan progress is reviewed at monthly School Performance Plan meetings. Real-time adjustments are made as needed to ensure the plan yields the intended improvements. The outcomes of these adjustments are documented in the Status Checks and posted on school websites to serve as a communication tool with the school community.

2.3: Available to parents and community in an understandable format and language

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5: Increased learning time and well-rounded education

Our Title I funds are used to provide a Certified Temporary Tutor to support student learning during the school day. The funds are also used to support a Parent Involvement and Family Engagement event in March.

2.6: Address needs of all students, particularly at-risk

Please refer to the Equity Resource Supports table within each Inquiry Area to see challenges and solutions developed to ensure the needs of all students are considered and addressed.

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

4.2: Offer flexible number of parent involvement meetings

Welcome Back to School Luncheon - August 7, 2026

Open House - August 11, 2026

Monthly SOT meetings - 3:35 pm in person and online.

5.1: Determine which students will be served by following local policy

Reid ES is a school with small student enrollment, All students will be served by our local policy.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$454,487.69	Staffing and Supplies	Student Success, Professional Learning, Connectedness
At-Risk Weighted Allocation	$7,145.34	Staffing and Supplies	Student Success, Professional Learning, Connectedness
EL Weighted Allocation	$6,192.61	Staffing and Supplies	Student Success, Professional Learning, Connectedness
General Fund Carry Forward	$996.09	Staffing and Supplies	Student Success, Professional Learning, Connectedness
At-Risk Weighted Carry Forward	$0.00	Staffing and Supplies	Student Success, Professional Learning, Connectedness
EL Weighted Carry Forward	6945.70	Staffing and Supplies	Student Success, Professional Learning, Connectedness
Title I	$4,270	Staffing and Supplies	Student Success, Professional Learning, Connectedness

School Continuous Improvement (CI) Team

Team Role	Name	Position
Member	Traci Riggle	Parent
Member	Oreana Myers	Parent
Member	Kyle Myers	Parent
Member	Tammy Hess	Support Professional
Member	Reasha Simpson	Teacher
Member	Kristi Carter	Teacher
CI Team Lead	Tracy Echeverria	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
Welcome Back to School Lunch	August 7, 2026	
Open House	August 11, 2026	
SOT Meeting	August 11, 2026	Act 1 School Improvement Plan
Student-Led Parent Teacher Conferences	October 12, 2026	
Family Literacy Night	March 2, 2027	
End of School Family Breakfast Celebration	May 20, 2027	