Clark County School District

Reed, Doris M. ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 1 Star School

ATSI

District Approval Date: October 16, 2026

Mission Statement

Our mission at Doris Reed is to build a student-centered, engaging environment that promotes growth in academic excellence, respect, and integrity collectively between staff, students, family, and community

Vision

At Doris Reed, our vision is to create a safe, positive, and friendly community that empowers students to excel academically and socially

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/reed,_doris_m_es/2026/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Students have demonstrated growth in Math, with 59% of the students Meeting Projected Growth in the Spring 2025 MAP Assessment. Additionally, 44% of the students met their Projected Growth in ELA on the 2025 Spring MAP Assessment.

Student Success Areas for Growth

It is indicated through Spring 2025 MAP data that a majority of the students, 67% in Math and 75% in ELA, fail to meet proficiency.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	There is a 17.8% proficiency achievement gap between EL and Non El students according to the ELA SBAC assessment and 12.1% proficiency achievement gap in math.	1. Provide small-group instructional intervention (30 minutes) daily to students struggling in areas of literacy and English language development. 2. Utilized the Focused Language Study (FLS) with 3rd-5th grade newcomers 3. Rigby Readers with K-3 newcomers and an additional instructional tool. 4. Thirty minutes per day has been set to support students with Tier II instruction. **Monitoring Plan:** Administration and strategists will conduct bi-weekly observations to monitor the effectiveness and consistency of Tier II Instruction, utilizing a school wide monitoring tool. **Persons Responsible:** ELL strategists with support ELL newcomer students with intervention block and classroom teachers, Teacher Family Assistants, and remaining strategists support the additional small groups. Professional Learning for ELL Strategist using the computer- based program tools and the FLS curriculum, strategists will participate in professional learning to supports students' individualized needs. Provide opportunities for ELL and all students to share their ideas, understanding, and experiences as it relates to the topic or theme using structured discourse tasks. Use i-Ready data to monitor the impact of the implemented strategies on ELL and all student learning and achievement during PLC. Through Tier I and Tier II instruction, students are exposed to a variety of opportunities to participate in productive discourse with teacher to student and student to student.

Student Group	Challenge	Solution
Foster/Homeless	**1. Disrupted Learning:** Moves between placements or living situations often lead to challenges in school, creating gaps in instruction which leads to difficulty in maintaining academic progress. **2. Loss of Records:** Important academic or health records may not transfer properly, delaying much needed services and support. **3.** There is currently no identifiable achievement gap between Foster/Homeless and not Foster/Homeless students.	Doris Reed Foster Care Advocate, Title I Hope Counselor will coordinate ongoing services and support to monitor students' attendance, academic, and social/ emotional progress.
Free and Reduced Lunch	**1. Limited Access to Resources:** Students may not have access to basic learning materials (books, technology, internet) **2. Food Insecurity:** Students and families struggled to provide adequate food at home, which affects focus and energy. **3. Lack of Healthcare Access:** Student may miss instruction due to unmanaged health or dental issues. **4.** There is currently no identifiable achievement gap between FRL and not FRL students.	ReInvent Schools partnerships, which provide additional support for basic needs, case management for high needs students, along with Tier I-Tier 3 supportive services. The Knights of Columbus partnership provides food distribution for families in need. Fresh Fruits and Vegetables grant provides healthy snacks.
Racial/Ethnic Minorities	**Lower Expectations:** Teachers or staff may unintentionally hold lower academic expectations for minority students, impacting motivation and self-esteem. **Disciplinary Disparities:**Minority students - particularly Black and Latino students are often associated with a behavior incident • **Black/African American 19.56% Minor Incidents and 8.9% Major Incidents** • **Hispanic/Latino 10.6% Minor Incidents and 5.8% Major Incidents** **Curriculum Misalignment:** Instruction may not reflect students' cultural backgrounds, histories, or contributions, leading to disengagement. **Communication Barriers:** Differences in language, values or expectations can cause misunderstandings between families and schools.	ReInvent Schools partnerships, which provide additional support for basic needs, case management for high needs students, along with Tier I-Tier 3 supportive services.

Student Group	Challenge	Solution
Students with IEPs	**1. Lack of Fidelity:** IEP accommodations and modifications are not always implemented consistently or correctly, limiting their effectiveness. **2. Staff Knowledge Gaps:** General education teachers may not fully understand how to support students with IEPs, especially if they lack training in special education. • **Social Stigma:** Students may be viewed as "different" or less capable by peers and even adults, which can lead to isolation or bullying. • **Low Academic Expectations:** Some educators may unintentionally set lower expectations, reducing students' opportunities for rigorous learning and growth.	SSD support services, ReInvent Schools partnerships, which provide additional support for basic needs, case management for high needs students, along with Tier I-Tier 3 supportive services. SEIF will work with general education teachers to share available services and how to support students in the classroom.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students at Doris Reed score significantly lower on SBAC Assessments due to large achievement gaps.
Critical Root Cause: A lack of collective alignment with Tier I instruction based on standards, with aligned learning targets as a focus. Lack of instruction using required materials with fidelity.

Problem Statement 2 (Prioritized): AB 335: As evidenced by assessment data, the problem is ELs are performing below other identified student groups.
Critical Root Cause: The low performance of ELs in language proficiency and content achievement is due to lack of academic discourse and utilizing academic language during instruction.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students scoring at or above the 41st percentile in reading from 44% in Fall 2026 to 55% in Spring 2027, as measured by district interim Assessment. (Academic Excellence: Strong Readers, Writers, and Communicators)

Increase the percentage of students scoring at or above the 41st percentile in mathematics from 38% in Fall 2026 to 50% in Spring 2027, as measured by district interim Assessment. (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Aligns with District Goal

Formative Measures: iReady data and FocusED

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

Improvement Strategy 1: All students are scheduled for 120 minutes of standards-based instruction utilizing the HMH curriculum to close achievement gaps. Additionally, all students receive Tier I Math instruction. All students falling below the 25th percentile will receive Tier 2 instruction.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will purposefully create lesson plans in alignment with the District's pacing guides that include task-standard alignment, identify Tier I instructional materials, identify the Learning Intention and Success Criteria, and a daily check for understanding aligned to the summative assessment.	Administration, Teachers, Strategists	August-May	
2	Teachers will deliver lessons/instruction such that students interact with the Learning Intention and Success Criteria and include scaffolds and differentiation strategies to meet student needs.	Administration, Teachers, Strategists	August-May	
3	Teachers will provide small group Tier I instruction in reading and math, monitoring formative assessment data to make adjustments to student groupings and the instruction strategies being used.	Administration, Teachers, Strategists	August-May	
4	Review SBAC data and i-Ready benchmark and personalized instruction results for Math/Reading	Administration	August-May	
5	Conduct PLCs, standards content meetings, and data meetings to unwrap the standards to address the learning gaps	Administration	August-May	
6	Develop a professional development calendar to support teachers in teaching the standards, assessing the progress reteaching based on the results, and assessing again to measure mastery	Administration	August-May	
7	ELL, RBG3, and Math strategists to support Newcomers using Tier I instructional materials	Strategist	August-May	
8	Develop and implement targets small group instructional time during 120 ELA block	Administration, Teachers, Strategists	August-May	
9	Develop and implement Tier II groups outside of the Tier I Instructional time	Administration, Teachers, Strategists	August-May	

Position Responsible: Administration

Resources Needed: HMH, 95 Phonics, EnVisions, Amplify, Professional learning materials for teachers, Teaching and Learning Expectations for Tier II instruction, student assessment and progress monitoring data

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 1: Strong: 95 Phonics
Level 2: Moderate: HMH, i-Ready
Level 3: Promising: enVision Mathematics

Problem Statements/Critical Root Cause: Student Success 1

Improvement Strategy 2 Details

Improvement Strategy 2: Reed will conduct instructional rounds focusing on Tier I implementation of Envisions, specifically focusing on problem solving.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Create an instructional rounds schedule within the staff at Reed and surrounding similar elementary schools.	Administration	August-May	
2	Monitor Envisions instruction utilizing the Tier I Monitoring Tool	Administration, Strategists	August-May	
3	Monitor i-Ready Data and perform data digs with staff to determine standards missed.	Administration, Strategists	August-May	
4	Meet weekly in PLC meetings with all grade levels to review MAP data, common assessment data, and behavioral data	Administration, strategists	August-May	

Position Responsible: Administration
Resources Needed: Tier I and Tier II instructional resources, Tier I Monitoring Tool

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 1: Strong: High attendance and tutors are teaching standards aligned to standardized assessments
Level 2: Moderate: i-Ready

Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percentage of English Learners proficient in Mathematics from 14.2% in 2026 to 20% by 2027, as measured by state summative assessments.

Increase the percentage of English Learners proficient in English Language Arts from 21.4% in 2026 to 28% by 2027, as measured by state summative assessments.

Increase the percentage of ELs meeting their AGP from 42.5% to 50% in 2026-27 as measured by WIDA assessment.

(Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: Summit K12
i-Ready projected proficiency data
Grades and/or classroom assessments

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

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).	School leadership team, learning strategist, teachers.	Completed by December 2026.	
2	Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Two times during the 2026-2027 school year, September and January.	
3	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2026-2027 school year.	
4	Exposure and use of sentence frames and stems will be utilized daily during ELA and math instruction.	School leadership team, learning strategist, teachers.	Ongoing during the 2026-2027 school year.	

Position Responsible: Administration

Resources Needed: ULD professional learning series
Tier I Monitoring Tool

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

Evidence Level
Level 2: Moderate: i-Ready
Level 4: Demonstrate Rationale: K12 Summit

Problem Statements/Critical Root Cause: Student Success 2

Adult Learning Culture

Adult Learning Culture Areas of Strength

Consistency with planning is happening during PLC meetings. Teachers are using common assessments that are developed during PLCs. Teachers are tracking data to monitor progress. Classroom teachers are providing feedback to special education teachers on effective instructional strategies for students with IEP. Teachers are feeling more supported.

Adult Learning Culture Areas for Growth

Teachers need additional experience with unwrapping standards and intentions and following the PLC+ model. Staff must continue to focus on having consistent meetings following the common meeting structures.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
	1. Teachers are not scaffolding based on students needs.	English Learners: Data Reviewed Classroom Observations Understanding Language Development Professional Learning Participation (ULD) Quality Teaching of English Learners Professional Learning Participation (QTEL) • Teachers must use **Formative Language Assessment** and tailor **scaffolding** to support both content and language simultaneously. ◦ **Example**: Designing sentence frames that vary in complexity depending on student proficiency.

English Learners	A root cause of low performance of ELLs is language proficiency and content achievement is teachers' lack of skill in scaffolding during small group instruction based on the individualized data. 2. During the designated PLC time, teachers are learning the challenges with backward assessment planning and making the explicit connections 3. ELL students come with varying levels of English proficiency (from newcomers to long-term ELLs), making it difficult to differentiate appropriately. 4. Balancing cognitive demand with language support is difficult. Too much simplification can "water down" learning; too little can overwhelm. 5. Academic vocabulary and discourse patterns are not naturally acquired; they must be taught explicitly. 6. ELLs often remain silent in class due to fear, lack of confidence, or low opportunity to speak. 7. Instruction that ignores students' cultural backgrounds can feel alienating and lower engagement. 8. QTEL lessons require thoughtful design, which can be time-intensive amidst competing demands.	• QTEL emphasizes **high-challenge, high-support** tasks through **task complexity and language scaffolds**. ◦ **Example**: Creating collaborative group tasks with strategic roles and sentence starters. • Focus on **language function and form**, using instructional conversations and modeling through explicit sentence frames. This will promote **student-to-student interactions** that require meaningful use of language. Teachers will plan and design structured academic conversations using think-pair-share or jigsaw strategies. • **Embedding culturally and linguistically responsive teaching** practices by incorporating students' home cultures, texts, and experiences into lessons and materials. • Encourages **collaborative planning** and **use of exemplar tasks by u**sing QTEL lesson design templates and collaborating in PLCs for efficiency. • Professional learning for teachers: Professional learning for teachers includes understanding the components of the instructional frameworks, the difference between a PLC and a grade level meeting, and prioritizing small group instruction every day in the lesson plans. professional learning will be offered to assure all teachers at Doris Reed are 100% completed of all ULD sections 1-4. • ELL and RBG3 strategists will support teachers in the classroom with ELL strategies.

Student Group	Challenge	Solution
Foster/Homeless	1. Frequent moves or placements can disrupt learning routines. 2. Lack of consistent contact information may make follow-up and communication difficult.	Teachers, Counselor, Social worker will provide SEL instruction to support connectedness to the classroom and school
Free and Reduced Lunch	1. Limited finances mean learning may be seen as a non-essential compared to paying bills or working multiple jobs. 2. Cost of materials, transportation, or childcare can be a barrier - even for the "free" programs.	During PLCs, teachers identify students who need additional supports for basic needs and connecting with ReInvent Schools partnerships to provide these supports along with Tier I-Tier 3 supportive services.
Racial/Ethnic Minorities	1. Curriculum and instruction may lack cultural relevance, making it harder for learners to feel connected or valued. 2. Materials may not reflect diverse histories, identities, or lived experiences.	ReInvent Schools partnerships, which provide additional support for basic needs, case management for high needs students, along with Tier I-Tier 3 supportive services.
Students with IEPs	1. Past school experiences may include academic failure, stigma, or exclusion, leading to low self-esteem or a fear of learning. 2. Students may internalize the belief that they are "not smart" or "not meant for school."	SSD support services, and ReInvent Schools partnerships, which provide additional support for basic needs, case management for high needs students, along with Tier I-Tier 3 supportive services. SEIF will work with general education teachers to share available services and how to support students in the classroom.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): PLC structures were refined in the 2024-2025 SY, and Doris Reed staff will continue to engage in consistent data meetings during the designated PLC time, utilizing the Teaching and Learning Cycle
Critical Root Cause: Inconsistent use of PLC model, inconsistent collaboration for lessons and common grade-level assessments, transparency of data.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Through the PLC process, teachers will monitor their use of scaffolds and differentiated instructional tools to support students' growth. Increase the percentage of teachers providing differentiated instruction. This will be measured utilizing the Tier I monitoring tool. (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: FocusED and Focal Point (Tier I Monitoring Tool)

Improvement Strategy 1 Details

Improvement Strategy 1: 50-minute PLC Meeting weekly to analyze data, make planning decisions from data, and following the PLC Plus Structure

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Schedule data meetings with all teachers tp review Spring district assessment data and SBAC data. Follow up with teachers during a second weekly meeting assuring the use of data to plan instruction.	Administration	August-May	
2	Training on PLC expectations will be provided to staff	Administration and Strategists	August-May	
3	Develop topics and discussion outline based on MAP data and long-range plans	Administration	August-May	
4	Upwrap the standards and discuss task alignment	Teachers, Strategists and Administration	August-May	
5	Teachers will participate in on-site coaching and collaboration with grade-level peers.	Teachers, Strategists and Administration	August-May	
6	Teachers will participate in Professional Learning Communities following the CCSD Teaching and Learning Cycle to analyze data to inform Tier II instruction.	Teachers, Strategists and Administration	August-May	
7	Review lesson outcomes to determine task and standard alignment	Teachers, Strategists and Administration	August-May	
8	Share and collaborate on ways to strengthen Tier I Instruction	Teachers, Strategists and Administration	August-May	

Reviews

Status Check		EOY Reflection
Oct	Feb	June

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
9	Utilize Curriculum Hub and state module assessments resources to support the planning of explicit Tier I instruction	Teachers, Strategists and Administration	August-May	

Position Responsible: Administration

Resources Needed: Historical MAP Data, current i-Ready Data, Common assessments, Common Core Companion Guides for all classroom teachers, PLC+ Model and PLC Agenda, and Curriculum Hub teacher leaders, strategist, and administration

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

Evidence Level
Level 1: Strong: Build a strong committed staff and provide professional learning
Level 2: Moderate: PLC
Level 3: Promising: Analyzing data during PLCs

Problem Statements/Critical Root Cause: Adult Learning Culture 1

In progress	No review	

Connectedness

Connectedness Areas of Strength

Multiple wraparound services are provided (clothing, shoes, food, backpacks, etc.). The Parent Instructional Rounds provides support with technology, knowledge of systems and structures regarding curriculum etc. for families. Small group counseling sessions and SEL lessons are ongoing. Panorama Survey results are used to identify students' needs.

Connectedness Areas for Growth

There is still a need to focus on supporting students and families with regular attendance. Continue to encourage family attendance at monthly family instructional rounds. Incorporate The Kindergarten Attendance Incentive program where kindergarten classes are spotlighted and individual students are rewarded for their good attendance.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	As evidenced by the chronic absenteeism report for ELLs in FocusED, the problem is that when ELL students are absent, they are not learning content and developing the necessary language on a consistent basis. A root cause of low performance of ELLs in language proficiency and content achievement is due to inconsistent attendance. 2023-2024 data shows ELLs were 34% chronically absent where as in 2024-2025, ELLs decreased to 28.4% chronically absent.	Utilize BPIS strategies. Students may feel more motivated to attend school by receiving positive reinforcement. Through the Doris Reed MTSS Team, at risk students are identified and assigned a school mentor. This mentor provides tailored supports to meet the student and family needs. • Doris Reed hosts quarterly attendance celebrations • Doris Reed hosts Monthly Family Instructional Rounds - inviting all families to the school to observe Tier I and Tier II instruction • Doris Reed hosts monthly attendance celebrations for all qualifying kindergarten students. • Doris Reed hots classroom attendance celebrations when the classroom completed a "We're a Full House" attendance certificate. • The MTSS team meets weekly to identify students who are considered at-risk and explicit interventions take place to contact the student and family to get the student back to school. • Teachers keep close contact with families through Class Dojo or other electronic communication applications. • Administration identifies students who are at risk and meets with families in early October to discuss the importance of coming to school consistently.
Foster/Homeless	1. Lack of stable relationships with peers, mentors, and teachers due to frequent moves. 2. Minimal sense of belonging in school or program environments.	Doris Reed Foster Care Advocate, Title I Hope Counselor, and Social Worker will coordinate ongoing services and support to monitor students' attendance, academic, and social/emotional support

Student Group	Challenge	Solution
Free and Reduced Lunch	1. Students may feel a social stigma or embarrassment about their economic status. 2. Less likely to participate in extracurricular activities or events due to cost and/or time	ReInvent Schools partnerships, which provide additional support for basic needs, case management for high needs students, along with Tier I-Tier 3 supportive services. Knights of Columbus partnership provides food distribution for families in need. Fresh Fruits and Vegetables grant provides healthy snacks. These snacks are provided during the monthly parent instructional walks. 21st Century Grant provides free before and after school tutoring and enrichment to all 3rd-5th grade students.
Racial/Ethnic Minorities	1. Students may feel culturally or socially isolated if school environments lack diversity or cultural representation.	ReInvent Schools partnerships, which provide additional support for basic needs, case management for high needs students, along with Tier I-Tier 3 supportive services. 21st Century Grant provides free before and after school tutoring and enrichment to all 3rd-5th grade students.
Students with IEPs	1. Students may feel socially isolated or different from peers due to visible or invisible disabilities. 2. Lack of inclusive classroom practices may limit peer interaction or confidence.	SSD support services and ReInvent Schools partnerships, which provide additional support for basic needs, case management for high needs students, along with Tier I-Tier 3 supportive services. SEIF will work with general education teachers to share available services and how to support students in the classroom.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): By inviting and having parents involved on campus, Reed hopes to rectify the previous inconsistent two-way communication between teachers, staff, and administration to students regarding positive feedback. Chronic absenteeism rate is 31.1% and still higher and by increasing parent presence on campus, chronic absenteeism will decrease.
Critical Root Cause: Chronic Absenteeism Contact information is not updated Transiency Teachers feeling overwhelmed with other tasks - More compliance less outreach Time constraints

Inquiry Area 3: Connectedness

SMART Goal 1: Each month during the 2026-2027 school year, parents will be invited to participate in Instructional Walks. These visits provide valuable opportunities for families to:

1. Observe high-quality Tier 1 instruction in real classroom settings
2. Gain deeper insight into our core curriculum and instructional strategies
3. Strengthen the partnership between home and school to better support student learning and success

Goals for Instructional Walks:

1. Specific: Invite parents monthly to observe Tier 1 instruction and participate in guided debriefs.
2. Measurable: Maintain or increase parent participation by at least 10% each quarter based on baseline attendance data.
3. Achievable: Provide clear invitations, flexible times, and translation/interpreter support to encourage broad participation.
4. Relevant: Support student academic achievement through increased family understanding of instructional practices.
5. Time-Bound: Collect participation and feedback data monthly and analyze trends quarterly to inform improvements.

(Safe and Supportive Schools: Welcoming Schools)

Aligns with District Goal

Formative Measures: School-based sign-in sheets and parent feedback responses.

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

Improvement Strategy 1: Use Panorama Data to determine high-needs students, student interviews, reflections from classroom lessons, surveys from families on what they want to observe in the classroom

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Facilitate the Panorama Assessment and monitor results to determine high-needs students. Create a focus group from the results and meet weekly with social worker and school counselor to determine effectiveness.	MTSS Team	August-May	
2	Americorp team will provide a family engagement event, "Safe Spring Nights", and provide food, activities, and resources for families.	Americorp, teachers	August-May	
3	Monthly instructional walks with parents will begin for 25-26. We will bring parents in to observe and identify strategies they can use at home.	Parents, Administration, Strategists, Teachers	August-May	
4	Monthly School wide attendance incentives.	Teachers, strategists, Administration	August-May	
5	Monthly Kindergarten attendance incentives.	Teachers, strategists, Administration	August-May	
6	MTSS team meets weekly to determine at-risk students regarding attendance and provide determined supports	MTSS Team	August-May	
7	RTI Team meets weekly to determine at-risk students and provide determined supports	RTI Team	August-May	
8	Utilize TPOP to support with chronic absenteeism	MTSS Team	August-May	

Position Responsible: Administration

Resources Needed: Panorama, school counselor, social worker, FocusED data, Teacher contact logs, TPOP

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

Evidence Level
Level 3: Promising: Creating a positive school climate and culture

Problem Statements/Critical Root Cause: Connectedness 1

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

Improvement Strategy 2: Use FocusEd to identify students who are chronically absent and provide resources to eliminate the barriers that prevent them from attending school

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review weekly data from FocusEd aligned to chronic absenteeism and transiency	MTSS Team	August-May	
2	Identify Root Causes from data (transportation, health, school climate, family issues, lack of connection to school)	MTSS Team	August-May	
3	Set goals for individual students based on root causes and celebrate progress toward goals.	MTSS Team	August-May	

Position Responsible: Administration and MTSS Team

Resources Needed: FocusEd, Communities in Schools Coordinator and Teacher Family Assistant

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

Evidence Level
Level 3: Promising: Creating a positive school climate and culture

Problem Statements/Critical Root Cause: Connectedness 1

Priority Problem Statements

Problem Statement 1: Students at Doris Reed score significantly lower on SBAC Assessments due to large achievement gaps.

Critical Root Cause 1: A lack of collective alignment with Tier I instruction based on standards, with aligned learning targets as a focus. Lack of instruction using required materials with fidelity.

Problem Statement 1 Areas: Student Success

Problem Statement 2: AB 335: As evidenced by assessment data, the problem is ELs are performing below other identified student groups.

Critical Root Cause 2: The low performance of ELs in language proficiency and content achievement is due to lack of academic discourse and utilizing academic language during instruction.

Problem Statement 2 Areas: Student Success

Problem Statement 3: PLC structures were refined in the 2024-2025 SY, and Doris Reed staff will continue to engage in consistent data meetings during the designated PLC time, utilizing the Teaching and Learning Cycle

Critical Root Cause 3: Inconsistent use of PLC model, inconsistent collaboration for lessons and common grade-level assessments, transparency of data.

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: By inviting and having parents involved on campus, Reed hopes to rectify the previous inconsistent two-way communication between teachers, staff, and administration to students regarding positive feedback. Chronic absenteeism rate is 31.1% and still higher and by increasing parent presence on campus, chronic absenteeism will decrease.

Critical Root Cause 4: Chronic Absenteeism Contact information is not updated Transiency Teachers feeling overwhelmed with other tasks - More compliance less outreach Time constraints

Problem Statement 4 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Curriculum Based Measures
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- STEM/STEAM
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other

Adult Learning Culture

- Coaching Logs
- Communications data
- Equity data
- Lesson Plans
- Master schedule
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Walk-through data
- Other

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Home Visits
- PBIS/MTSS data
- Perception/survey data

- School safety data
- Social Emotional Learning Data
- Other

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Met with CI Team and analyzed data to determine goals and action steps for the upcoming school year.

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

Met with SOT and families during Family Instructional Rounds to review school-wide data, gather feedback, and determine next steps for success at Reed.

2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan 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

Class size reduction teachers in 4th and 5th grade along with licensed extra duty collaboration pay for planning.

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

Monthly SOT Meetings, Monthly Family Instructional Rounds, Monthly Kindergarten Attendance Incentive Family meetings, multiple family engagement evenings are scheduled throughout the 25-26 SY.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allowance	4,856,458.17	Salaries for licensed, Support Professionals, and Administration	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	386,189.95	Licensed and Support Positions	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	384,990.03	Licensed and Strategists Positions, Licensed Positions, Prep Buyouts for PLC and Professional Learning, Extra Duty Support	Student Success, Adult Learning Culture, Connectedness
General Carry Forward	5,421.36	Licensed Positions	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Carry Forward	0	Licensed Positions, Prep Buyouts for PLC and Professional Learning, Extra Duty Support	Student Success, Adult Learning Culture, Connectedness
EL Weighted Carry Forward	1104,054.78	General Supplies	Student Success, Adult Learning Culture, Connectedness
Title I	290,440.00	Class-Sized Reduction, Staff and Collaboration	Student Success, Adult Learning Culture, Connectedness
21st Century Grant	150,004.27	Before and After School Tutoring	Student Success, Connectedness
Title I, 1003(a) Grant	$5,454,702.03	i-Ready personalized instruction, extra duty collaboration, prep buy-out, sub release, instructional supplies, support extra duty, web-based programs	Student Success, Adult Learning Culture

School Continuous Improvement Team

Team Role	Name	Position
Team Member	Noemi Manarang	Parent
Team Member	Monica Jones	Teacher Family Assistant
Team Member	Ramona Ward	Office manager
Team Member	Guadalupe Santillan	Social Worker
Team Member	Nicole Ernestberg	Strategist
Team Member	Yesenia Gonzalez	ELL Strategist
Team Member	Jennifer Cornejo	RBG3
CI Team Lead	Malisa Riggle	Assistant Principal
CI Team Lead	Timothy Jessessky	Principal