Clark County School District

Reed, Doris M. ES

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

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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Inquiry Areas

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
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. **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	**Oct:** In progress **October Lessons Learned** Teachers are aligning their lesson plans to the district-prescribed Tier I learning materials and with the district-provided pacing guides. Tier 2 groups began on 9/14. **October Next Steps/Need** Teachers will be provided additional training and strategies to increase student lift during their lessons, purposefully getting students to the "You Do" portion of the lesson. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Reed will conduct instructional rounds focusing on Tier I implementation of Envisions, specifically focusing on problem solving. **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	**Oct:** In progress **October Lessons Learned** With the new principal joining the school team, instructional walks have occurred frequently, but a schedule has not been established or implemented consistently at this point. Data is being monitored consistently, and PLC meetings have been productive and student-focused. **October Next Steps/Need** An instructional rounds schedule will be developed and implemented. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

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
Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners. **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	**Oct:** In progress **October Lessons Learned** Our students need additional opportunities to engage in discourse beyond simple turn-and-talk. **October Next Steps/Need** PL has been developed and will be presented by a coordinator from the ELLD to staff on 11/16 to provide additional strategies for engaging students in discourse. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

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	Reviews
Improvement Strategy 1: 50-minute PLC Meeting weekly to analyze data, make planning decisions from data, and following the PLC Plus Structure **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	**Oct:** In progress **October Lessons Learned** PLC meetings are underway and have been productive conversations focused on student data and improved instructional strategies. **October Next Steps/Need** Additional focus needs to be placed on high-quality engagement strategies to ensure that our students own their learning. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

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
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 **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	**Oct:** In progress **October Lessons Learned** The staff is very aware of the students who need additional support with SEL. **October Next Steps/Need** Families have been connected with Miracle Minds. We are awaiting representatives from Miracle Minds to begin working at our school site. In the meantime, our social worker will continue working with individual students and small groups as needed/scheduled. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
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 **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	**Oct:** In progress **October Lessons Learned** Our MLT continues to contact families of students who are trending toward chronic absenteeism. **October Next Steps/Need** Members of our MLT will sit on parent/teacher conferences of students who are trending chronically absent and emphasize the importance of their attendance and offering support or resources to remove potential barriers for our families (when possible). **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**