



Washoe County School District

Reed High School

School Performance Plan: A Roadmap to Success

Reed High school has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Josh Rosenbloom

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School Designations: ☐ Title I ☐ CSI ☒ TSI ☐ TSI/ATSI

Our SPP was last updated on 10/9/2023



School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Josh Rosenbloom	Principal(s) <i>(required)</i>
Dustin Beil, Allyson Baker, Jennifer Ritch	Other School Administrator(s) <i>(required)</i>
Jill Lauderdale	Teacher(s) <i>(required)</i>
Jennyfer Lopez	Paraprofessional(s) <i>(required)</i>
Anna Smith	Parent(s) <i>(required)</i>
Madeline Cordova	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>Add additional members/roles as necessary</i>	

School Demographics and Performance Information

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 [School Rating Overview](#).

<http://nevadareportcard.nv.gov/DI/nv/washoe/edward c. reed high school/2023>



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none">• <i>Graduation Rate</i>	<ul style="list-style-type: none">• <i>College/Career Readiness and Absenteeism</i>
<p>Problem Statement:</p> <ul style="list-style-type: none">• According to ACT data in 2023, 5% of students tested college ready in all four subjects, a decrease from 9% the previous year.• According to ACT data in 2023, the overall composite average scale score for students was 16.7, a decrease from 17.6 in 2022.• According to the 2023 Absenteeism report, 18.6% of students are considered chronic/severely chronically absent. <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none">• Minimal ACT prep instruction delivered in the classroom.• Student attendance significantly affected student performance, including the hybrid-attendance model of attending every-other day, and the lack of an attendance policy as a requirement for credit attainment.	

Student Success	
<p>School Goal:</p> <ul style="list-style-type: none">• Reed High School will increase the overall average composite score of students from 16.7 to 17.9, equivalent to the average state score, as reported by ACT.• Reed High School will decrease chronically absent students to <15% <p>Formative Measures:</p>	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input type="checkbox"/> STIP Goal 3 <input checked="" type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5 <input type="checkbox"/> STIP Goal 6</p>



- *ACT Test prep scores/ACT Scores*
- *B.I.G. Absenteeism Report*

Improvement Strategy: *Implement a weekly one-hour ACT bootcamp for 6 weeks prior to ACT test administration. The bootcamps will begin on Tuesday, January 16 and run once a week on Tuesdays leading up to the exam.*

Evidence Level: *2- Moderate (What Works Clearinghouse). According to What Works Clearing House, "ACT/SAT Test Preparation and Coaching Programs were found to have positive effects on general academic achievement (high school) for high school students, with a medium to large extent of evidence." Furthermore, What Works Clearinghouse identified this intervention to have an improvement index of an average of 9 percentile points.*

Action Steps:

- *Identify funding source to pay tutor. (6 Sessions x \$40 hour= \$240; 3 hours of prep (3 x \$40=\$120)- Total of \$360 per teacher*
- *Recruit tutor(s)*
- *Recruit students for camp to begin- identify how many instructors will be needed and location size*
- *Accountability measures- pre and posttests, attendance, etc.*
- *Student incentives for attendance (snacks, Raider Bucks)*

Resources Needed:

- *Budget for teachers*
- *Recruitment and hiring plan*
- *ACT instructional materials*

Lead: *Who is responsible for implementing this strategy?*

Lead: Brandon Mills/Jill Lauderdale and all other teachers with 11th grade students.



Challenges to Tackle:

- *Finding financial resources given limited budget*
- *Hiring a quality candidate on a short timeline*
- *Recruiting interested students in a limited amount of time*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *General Budget*
- *Grants*

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- *Challenge: Language barrier*
- *Support: Provide ACT study materials in the format of home language. Encourage peer tutors and bi-lingual staff to facilitate tutoring sessions, as well as ACT preparation sessions.*

Foster/Homeless:

- *Challenge: Financial barriers*
- *Support: Both tutoring and ACT preparation sessions are a resource available to all students at no cost.*

Free and Reduced Lunch:

- *Challenge: Financial barriers*
- *Support: Both tutoring and ACT preparation sessions are a resource available to all students at no cost.*

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

**Racial/Ethnic Groups:**

- Challenge: *Data*
- Support: *Track formative data across racial groups to measure if any disparities exist during intervention.*

Students with IEPs:

- Challenge: *Present Levels of Performance*
- Support: Encourage case managers that work closely with the families of students with disabilities to share the resources available for students including tutoring and ACT preparation. Ensure that students that qualify for ACT accommodations are receiving what they are entitled to.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none">• <i>Culture</i>	<ul style="list-style-type: none">• <i>PLC Process/Effectiveness</i>
<p>Problem Statement: <i>According to the 2022-23 Staff Climate and Safety Survey, teachers rate the PLC Implementation category as 69% favorable response rate. High Schools have an average rate of 77%, and the Washoe County School District has an 82% favorable response rate. 40% of teachers surveyed found that the amount of time provided is favorable.</i></p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none">• <i>Administration and department leaders must work together to develop clear and consistent practices for PLC work to occur and ensure interruption are limited.</i>	

Adult Learning Culture	
<p>School Goal: <i>Reed High School will develop effective and efficient Professional Learning Committees for each department on campus (English, Math, Social Studies, World Languages, Fine Arts, Special Education, English Language Learners) based on a school developed measurement tool. Reed will treat SY 2023-2024 as a baseline year to develop the tool.</i></p> <p>Formative Measures:</p>	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input checked="" type="checkbox"/> STIP Goal 2</p> <p><input type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p>



- *School-developed measuring tool to gauge PLC time and success.*

☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: Reed High School administration and department leaders will participate in the following book studies in order to improve the format and consistency of PLCs: Facilitating Teaching Teams and Authentic PLCs.

Evidence Level: 2-3

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Order copies of Facilitating Teaching Teams and Authentic PLCs and provide them to Department Leaders and Administrators*
- *Create a meeting format, times, and dates for the book study*
- *Prepare documents and questions for the book study*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Funding to purchase 20 copies each of Facilitating Teaching Teams and Authentic PLCs*

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge: Timing/a schedule that works for everyone. Timeliness- meeting the needs and stages of all PLCs on campus. Creating meaningful conversations and building trust among committee members that allow risk taking.*
- *Potential Solution: Commitment and collaboration.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *General Budget*

Lead: *Who is responsible for implementing this strategy?*
Administration and department leaders.

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following*



student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?

English Learners

- Challenge: *Differentiated approach*
- Support: Regularly analyze data of students identified as English Learners and any discrepancies that exist between this subpopulation and the general population. Consult with ELD Site Facilitator for strategies and interventions for students learning English. Implement SIOP strategies into general classroom instruction.

Foster/Homeless:

- Challenge: *Differentiated approach*
- Support: Incorporate Social and Emotional Learning strategies to engage and promote community within the classroom

Free and Reduced Lunch:

- Challenge: *Differentiated approach*
- Support: Regularly analyze data of students identified as FRL as it compares to the data of the general population. Identify strategies to mitigate the discrepancies that may exist between this subpopulation as it compares to the general population.

Racial/Ethnic Groups:

- Challenge: *Awareness*
- Support: Regularly analyze data of students with varying backgrounds and how it compares to the data of the general population. Identify strategies to mitigate the discrepancies that may exist between this subpopulation as it compares to the general population.

Students with IEPs:

- Challenge: *Awareness*
- Support: Regularly analyze data of students identified as requiring Individualized Education Plan Supports as it compares to the data of the general population. Identify strategies to mitigate the discrepancies that may exist between this subpopulation as it compares to the general population. Contact special education case managers for specific strategies that may benefit individual students.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Parent/community communication ranked highest in our climate survey (70%).</i> 	<ul style="list-style-type: none"> ● <i>Working with all stakeholders to develop learning styles that will ultimately ensure academic success to all students (learning behaviors 46%).</i>



Problem Statement: *Parents identified student learning styles not matching teaching styles, the comfort level of their child asking for help from an adult at school, and a lack of confidence in how well the school is preparing their child for their next academic year as their biggest concerns.*

Students identified difficulty in completing work when they do not feel like it, planning ahead to turn a project in on time, being prepared for tests and finishing schoolwork without reminders as their greatest concerns in the realm of self-management when it comes to schoolwork.

Critical Root Causes of the Problem:

- *Students require direct instruction in building the skills necessary to be successful in school. It is also worth noting that the pandemic has impacted students' routine and instruction in this regard significantly due to less classroom exposure consisting of the shutdown in March of 2020 and the hybrid model that existed for the 2020-2021 school year*

Connectedness

School Goal: *Reed High School will reduce the chronic absenteeism rate to <15%*

Formative Measures:

- *B.I.G. Absenteeism Report*

Aligned to Nevada's STIP Goal:

- ☐ STIP Goal 1 ☐ STIP Goal 2
- ☐ STIP Goal 3 ☐ STIP Goal 4
- ☐ STIP Goal 5 ☒ STIP Goal 6



Improvement Strategy: *Provide direct instruction of Social and Emotional Learning through weekly school wide lessons directed to promote the SEL competencies and embed practices in the curriculum.*

Evidence Level: 1

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Incorporate test preparation into lessons*
- *Systematize reminders of classroom assignments including posting on Canvas*
- *Promoting a Growth Mindset and encouragement to persevere when assignments are challenging*
- *Chunking project assignments and deadlines for students to increase project completion on time*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Canvas Training*
- *School-Connect Curriculum*

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge: Teacher buy in to regularly implement SEL curriculum. Creating a school climate where SEL curriculum and strategies are embed in school classrooms*
- *Potential Solution: Regular implementation*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Update after Strategy Selection*

Lead: *Who is responsible for implementing this strategy?*
Canvas liaison (school librarian) and department leadership.

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- *Challenge: Language Barrier*
- *Support: Use pictorial supports and reminders for upcoming projects and assignments. Ensure reminders are kept in the same place of the classroom, so students are aware where they can find that information.*

Foster/Homeless:



- Challenge: *External*
- Support: Build relationships with students and provide access to free events such as teen shopping days and community donated items such as winter clothing and school supplies including binders, pencils, and planners.

Free and Reduced Lunch:

- Challenge: *External*
- Support: Build relationships with students and provide access to free events such as teen shopping days and community donated items such as winter clothing and school supplies including binders, pencils, and planners.

Racial/Ethnic Groups:

- Challenge: *Awareness*
- Support: Build relationships with students and provide supports where necessary.

Students with IEPs:

- Challenge: *Awareness*
- Support: Build relationships with students. Model and ensure student compliance with documenting assignments in planners, chunking projects and providing test preparation.

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
PLC Data Analysis: Math and SEL	2/8/2023	<ul style="list-style-type: none">● 24% of students met the math benchmark on the ACT.● 13% of students are testing college ready in math according to the ACT.● 64% of students earned a full algebra credit last year.
PLC Data Analysis: English and SEL	2/8/2023	<ul style="list-style-type: none">● According to the ACT, 36% of students meet the English Benchmark.● According to the ACT, 31% of students meet the Reading Benchmark.● 73% tested college ready in English.● 70% of students with an IEP earned their English I-II credit, which equates to only a 1% discrepancy from the general education population.● Students designated as EL and FRL both had a 50% credit attainment rate for the English I-II credit.



PLC Data Analysis: Science	2/8/2023	<ul style="list-style-type: none">66% of students earned a full biology credit in the 2021-2022 school year.
PLC Data Analysis: Social Studies	2/8/2023	<ul style="list-style-type: none">The bell curve for grade data analysis seems to be inverted, with a high number of A's and F's sloping down to a minimal number of C's.
<i>Teacher-Leader Focus Group; Administrative and Department Leader Meeting</i>	8/30/2023	<ul style="list-style-type: none"><i>Discussed development of PLC model that is effective for all departments.</i>