

Douglas County School District



2026-2027 District Improvement Plan

District Approval Date:
June 23, 2026

Mission Statement

Ensure that all students achieve excellence in education, character and citizenship, in partnership with parents and the community.

Vision

We will Inspire, empower and prepare each learner to achieve his/her life aspirations. We will continually grow as an innovative educational community committed to learning of all.

Stakeholder Engagement

Prompt	Response
In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially & ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.	All families in DCSD are invited to attend quarterly District Parent Advisory Council (DPAC) meetings. Information is shared and stakeholder feedback is requested for various topics. District survey are also conducted when requesting specific information.
What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?	Parents in our district want to get back to discussing students and how we are helping them grow and make progress. This information has been important in selecting goals for our district performance plan and where to put our resources and energy.
What has worked well in your previous engagement efforts?	Our number of parents who attend the DPAC meeting is very limited. We have discussed having each department including Education Services, Inclusive Education, Human Resources and Superintendent each facilitate one meeting per year in order to share specific information related to specific student groups.
What might you do differently to increase or improve engagement moving forward?	

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Comprehensive Needs Assessment

Student Success

Areas of Strength

- All K-8 teachers have completed professional development lesson studies for the Mathematical Practices through Routines for Reasoning. This has allowed for vertical alignment of practices and strategies.
- Increase in literacy foundational skills professional development to elementary staff through literacy specialists.
- 24/25 Acing Accountability data showed an increase in the number of K-3 students who showed grade level proficiency on Reading MAP assessment.
- 24/25 Acing Accountability data showed an increase in the number of 4-8 students who were proficient on the SBAC Math assessment.
- 24/25 Acing Accountability data shows 78% of high school students are enrolled in at least one course unique to the College and Career Ready Diploma.
- 24/25 Acing Accountability data shows 86.3% of students demonstrated proficiency on courses unique to the College and Career Ready Diploma.

Areas for Growth

- We have 24% of students who are dually qualified for English Language services as well as special education services.
- 24/25 Acing Accountability data shows 57.8% of students in grades K-3 met or exceeded their personalized learning growth goal in Reading as measured by MAP Growth. This was a decrease from the 23/24 data.
- 24/25 Acing Accountability data shows 45.9% of students in grades K-3 demonstrated proficiency in Reading as measured by MAP Growth. This did not meet the 5% increase threshold set by the state.
- 24/25 Acing Accountability data shows 15.4% of students in grades 4-8 were on track to be proficient within 3 years or by 8th grade in Math based on SBAC scores. This did not meet the 5% increase threshold set by the state.
- 24/25 Acing Accountability data shows only 25% of students graduated with a College and Career Ready Diploma. This is a decrease from the previous year.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• Qualifying students in the EL program for Inclusive Education services • Educating about CCR Diploma	• Revisit the EL Critical Data Matrix for decision-making • CCR Toolkit training for middle and high school admin and counselors to share pathway
Foster/Homeless	• Educating about CCR Diploma	• CCR Toolkit training for middle and high school admin and counselors to share pathway
Free and Reduced Lunch	• Educating about CCR Diploma	• CCR Toolkit training for middle and high school admin and counselors to share pathway

Migrant/Title1-C Eligible	Educating about CCR Diploma	CCR Toolkit training for middle and high school admin and counselors to share pathway
Racial/Ethnic Minorities	Educating about CCR Diploma	CCR Toolkit training for middle and high school admin and counselors to share pathway
Students with IEPs	Educating about CCR Diploma	CCR Toolkit training for middle and high school admin and counselors to share pathway

Problem Statements Identifying Student Success Needs

Problem Statement	Critical Root Cause
1 ★ DCSD decreased the percentage of students (25%) who graduated with a College and Career Ready Diploma during the 24/25 school year.	Limited discussion with students about requirement of a CCR Diploma and helping them to select that pathway, even in 8th grade.
2 ★ 57.8% of K-3 students met or exceeded their personalized growth goal as measured by the Reading MAP Growth assessment.	Lack of consistent K-5 ELA curriculum Inconsistent implementation of foundational literacy strategies Some upper elementary teachers (4th/5th) lack sufficient understanding of foundational literacy skills and how best to support struggling readers
3 ★ 35.4% of 4-8 grade students demonstrated proficiency in Math based on the SBAC assessment.	Difficulty finding an access point for the math problems to read and understand what they are asking Difficulty in responding and showing mathematical thinking through modeling and writing Lack of perseverance in working through more rigorous math problems

★ = Priority

Connectedness

Areas of Strength

- Chronic Absenteeism for the district continues to show a downward trend. As of April 2026, chronic absenteeism is at 18.25%. This is a decrease from the 24/25 Acing Accountability data of 19.8%.
- DCSD saw a positive increase across most domains on the NV School Climate Survey for students between the 23/24 and 24/25 school years. Physical Safety saw a district-wide increase of 10 points.

Areas for Growth

- Although DCSD has seen improvement with chronic absenteeism, there is still room for improvement at all sites across the district.
- NV School Climate survey data indicates that although there has been growth, Emotional Safety falls in the area of "needs improvement."

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• Consistent system for data analysis, intervention implementation and progress monitoring across school sites	• Continued partnership with UNR Technical Assistance Center for MTSS integrated training on behavior and academics
Foster/Homeless	• Consistent system for data analysis, intervention implementation and progress monitoring across school sites	• Continued partnership with UNR Technical Assistance Center for MTSS integrated training on behavior and academics
Free and Reduced Lunch	• Consistent system for data analysis, intervention implementation and progress monitoring across school sites	• Continued partnership with UNR Technical Assistance Center for MTSS integrated training on behavior and academics
Migrant/Title1-C Eligible	• Consistent system for data analysis, intervention implementation and progress monitoring across school sites	• Continued partnership with UNR Technical Assistance Center for MTSS integrated

		training on behavior and academics
Racial/Ethnic Minorities	Consistent system for data analysis, intervention implementation and progress monitoring across school sites	Continued partnership with UNR Technical Assistance Center for MTSS integrated training on behavior and academics
Students with IEPs	Consistent system for data analysis, intervention implementation and progress monitoring across school sites	Continued partnership with UNR Technical Assistance Center for MTSS integrated training on behavior and academics

Problem Statements Identifying Connectedness Needs

Problem Statement	Critical Root Cause
1 ★ Lack of consistent system for data analysis, intervention selection and implementation and progress monitoring for students across all school sites.	Not all schools have had MTSS training for academics yet Some school sites still require additional coaching support with MTSS data decision rules and implementation fidelity
2 ★ Overall, students' feeling of Emotional Safety needs improvement.	Increase in mental health challenges for students across all schools Decrease in number of social workers in DCSD Most schools started their MTSS work this year and are initial stages of implementation

★ = Priority

Instructional Practices and Supports

Areas of Strength

- SIOP training offered to EL Specialists and general education teachers.
- UFLI literacy training for elementary staff provided by literacy specialists.
- DCSD continued support for teachers in their first two years of employment in the district through Academy 1 and Academy 2 professional development support and mentoring. 24/25 Acing Accountability data shows an increase in the percentage of classrooms with a licensed teacher. This speaks to the importance of professional development to support and retain educators in our district.
- All school sites in Douglas County were trained in collaboration with UNR Technical Assistance Center in PBIS and Tier I MTSS during the 25/26 school year. In the Fall of the 25/26 school year, 55% of school sites were implementing Tier I with fidelity. We are hoping for 100% of schools with Tier I fidelity by June 2026.

Areas for Growth

- Science of Reading training for ALL K-5 teachers, paraprofessionals, administrators and administrator supervisors.
- Secondary literacy training to support PreK-12 grade literacy.
- Additional instructional support for EL specialists to support newcomers as well as long-term learners.
- K-5 curriculum adoption.
- Continued work with UNR Technical Assistance through an integrated training model for behavior and academic supports for all sties in DCSD so that ALL sites are implementing Tier I with fidelity and some sites are moving toward Tier II fidelity implementation.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• Teachers understanding of research-based strategies for explicit instruction to help build background and scaffold as needed • Large number of long-term English Learners and lack of research-based resources for newcomers • Access to 5 pillars of Science of Reading and instruction in appropriate pillars	• SIOP strategies reviewed by EL Specialists and book study using Making Content Comprehensible • iLit ELL resources and training for use with 4-12 grade newcomers and long-term English Learners • Science of Reading professional development for all K-5 teachers, paras and administrators
Foster/Homeless	• Access to 5 pillars of Science of Reading and instruction in appropriate pillars	• Science of Reading professional development for all K-5 teachers, paras and administrators

Free and Reduced Lunch	• Access to 5 pillars of Science of Reading and instruction in appropriate pillars	• Science of Reading professional development for all K-5 teachers, paras and administrators
Migrant/Title1-C Eligible	• Access to 5 pillars of Science of Reading and instruction in appropriate pillars	• Science of Reading professional development for all K-5 teachers, paras and administrators
Racial/Ethnic Minorities	• Access to 5 pillars of Science of Reading and instruction in appropriate pillars	• Science of Reading professional development for all K-5 teachers, paras and administrators
Students with IEPs	• Teachers understanding of research-based strategies for explicit instruction to help build background and scaffold as needed • Access to 5 pillars of Science of Reading and instruction in appropriate pillars	• SIOP strategies reviewed by EL Specialists and book study using Making Content Comprehensible (good strategies for ALL students) • Science of Reading professional development for all K-5 teachers, paras and administrators

Problem Statements Identifying Instructional Practices and Supports Needs

Problem Statement	Critical Root Cause
1★ Lack of research-based district resources for newcomers and long-term English Learners	Instructional resources for newcomers and long-term English Learners has not been a priority

★ = Priority



Priority Problem Statements

Problem Statement

Critical Root Cause

1
★

DCSD decreased the percentage of students (25%) who graduated with a College and Career Ready Diploma during the 24/25 school year.

Limited discussion with students about requirement of a CCR Diploma and helping them to select that pathway, even in 8th grade.

2
★

57.8% of K-3 students met or exceeded their personalized growth goal as measured by the Reading MAP Growth assessment.

Lack of consistent K-5 ELA curriculum Inconsistent implementation of foundational literacy strategies Some upper elementary teachers (4th/5th) lack sufficient understanding of foundational literacy skills and how best to support struggling readers

3
★

35.4% of 4-8 grade students demonstrated proficiency in Math based on the SBAC assessment.

Difficulty finding an access point for the math problems to read and understand what they are asking Difficulty in responding and showing mathematical thinking through modeling and writing Lack of perseverance in working through more rigorous math problems

4
★

Lack of research-based district resources for newcomers and long-term English Learners

Instructional resources for newcomers and long-term English Learners has not been a priority

5
★

Lack of consistent system for data analysis, intervention selection and implementation and progress monitoring for students across all school sites.

Not all schools have had MTSS training for academics yet Some school sites still require additional coaching support with MTSS data decision rules and implementation fidelity

6
★

Overall, students' feeling of Emotional Safety needs improvement.

Increase in mental health challenges for students across all schools Decrease in number of social workers in DCSD Most schools started their MTSS work this year and are initial stages of implementation



Inquiry Areas

Inquiry Area 1

Student Success

SMART Goal 1

In grades K-3, at least 65% of students will meet or exceed their individual growth goal AND in grades K-3 students will have an annual increase of at least 5 points in the percentage of students who demonstrate proficiency scoring at or above the 65th percentile as measured from Fall 2026 to Spring 2027 Reading MAPs.

State Priorities: Implementing reading & math resources, Literacy in K-3

Improvement Strategy 1

Provide all K-5 teachers, paraprofessionals and site administrators with Science of Reading professional development.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Science of Reading PD plan created and submitted to NDE	DCSD Office of Teaching and Learning DCSD Professional Development Center facilitators	May 2026	
2	Coordination of training dates for literacy specialists with NWRPDP	DCSD Office of Teaching and Learning DCSD Professional Development Center facilitators	May 2026	
3	Schedule 2026 PD training dates for all elementary sites with NWRPDP staff and DCSD PDC trainers	DCSD Office of Teaching and Learning DCSD Professional Development Center facilitators	May 2026	
4	Provide Science of Reading professional development across DCSD between August 2026 and March 2027.	DCSD Office of Teaching and Learning DCSD Professional Development Center facilitators NWRPDP trainers Site Literacy Specialists	August 2026-March 2027	

Resources Needed: 7 Might Moves book for all K-2 teachers, paraprofessionals, support staff and site administrators
Shifting the Balance training resources provided from NWRPDP

Evidence Level

Level 4: Demonstrate Rationale:

Problem Statements: Student Success 2

Status Checks

November

February

June

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

2

57.8% of K-3 students met or exceeded their personalized growth goal as measured by the Reading MAP Growth assessment.

Lack of consistent K-5 ELA curriculum
Inconsistent implementation of foundational literacy strategies
Some upper elementary teachers (4th/5th) lack sufficient understanding of foundational literacy skills and how best to support struggling readers

SMART Goal 2

Increase the number of students in grades 4-8 who demonstrate Math proficiency based on 26/27 SBAC data to 45%.

State Priorities: Implementing reading & math resources, Math in 4-8

Improvement Strategy 1

Routines for Reasoning strategies for the 8 Mathematical Practices

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Routines for Reasoning PD offered	PDC facilitator	26-27 school year	
2	Lesson study with classroom observations and coaching	PDC facilitator NWRPDP contractor	26-27 school year	
3	Routines for Reasoning PD for elementary and middle school administrators	PDC facilitator NWRPDP contractor	Septemb er 2026	

Resources Needed: PDC facilitator and NWRPDP contractor

Evidence Level

Level 2: Moderate:

Level 3: Promising:

Problem Statements: Student Success 3

Status Checks

November

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June

SMART Goal 2 Problem Statements Identifying Student Success

Problem Statement	Root Cause
3 35.4% of 4-8 grade students demonstrated proficiency in Math based on the SBAC assessment.	Difficulty finding an access point for the math problems to read and understand what they are asking Difficulty in responding and showing mathematical thinking through modeling and writing Lack of perseverance in working through more rigorous math problems

SMART Goal 3

DCSD will increase the percentage of students graduating with a College and Career Diploma during the 26-27 school year to 35%.

State Priorities: CCR in secondary

Improvement Strategy 1

Professional development provided to all middle and high school administrators, counselors and CTE staff on using the CCR Toolkit with students to promote the CCR diploma pathway.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Schedule CCR Toolkit professional development	Office of Teaching and Learning	May 2026	
2	Discuss CCR Toolkit plan ideas with middle and high school	Office of Teaching and Learning	26-27 school year	

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Inquiry Area 2

Connectedness

SMART Goal 1

Decrease DCSD Chronic Absenteeism to below 17.5% by June 2027.

Improvement Strategy 1

Review monthly attendance

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Run attendance reports through AGPM office and share at leadership each month	AGPM and Office of Teaching and Learning	26-27 school year	
2	District-wide attendance campaigns to share research and data	Office of Teaching and Learning Communications and Family Engagement	26-27 school year	

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SMART Goal 2

Increase the percentage of school sites demonstrating proficient fidelity in Tier I MTSS implementation to 100% as measured by the Tiered Fidelity Inventory by June 2027.

State Priorities: Implementing reading & math resources

Improvement Strategy 1

District Leadership Teams (DLT) meetings with UNR Technical Assistance Center for MTSS support.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Schedule meetings every other month with team	DLT and MTSS Facilitators	26-27 school year	
2	Tier I and Tier I Integrated trainings for all site teams with UNR Technical Assistance Center	District staff, MTSS Facilitators, UNR Technical Assistance Training Center	26-27 school year	
3	Monthly MTSS Site Liason meetings/training with MTSS Facilitators	MTSS coaches and Counselors	26-27 school year	

Resources Needed: time/location

Evidence Level

Level 3: Promising:

Problem Statements: Connectedness 1

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Improvement Strategy 2

Trainings and on-going support for all DCSD sites on Tier I and Tier II integrated MTSS supports

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Schedule cohort trainings	Office of Teaching and Learning and MTSS coaches	May 2026	
2	Cohort trainings with UNR Technical Assistance professional development facilitators	Office of Teaching and Learning MTSS coaches UNR Technical Assistance Center	26-27 school year	
3	Monthly site coaching with MTSS teams	MTSS coaches	26-27 school year	

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SMART Goal 2 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

1

Lack of consistent system for data analysis, intervention selection and implementation and progress monitoring for students across all school sites.

Not all schools have had MTSS training for academics yet
Some school sites still require additional coaching support with MTSS data decision rules and implementation fidelity

SMART Goal 3

Increase the Emotional Safety score of students across DCSD from 340 to 350 based on the 26-27 NV School Climate Survey.

Improvement Strategy 1

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement Navigate360 Compass lessons with fidelity to strengthen students' social-emotional skills	MTSS champions and counselors	26-27 school year	

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Inquiry Area

3

Instructional Practices and Supports

SMART Goal 1

Increase the number of students who demonstrate proficiency on the WIDA assessment

State Priorities: Implementing reading & math resources

Improvement Strategy 1

Integrate iLit ELL curriculum

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	iLit ELL training for EL Specialists	Leslie Peters	April 2026	
2	iLit ELL curriculum used with newcomers and long-term ELs at middle and high school level to provide additional support	EL Specialists	26-27 school year	

Problem Statements: Instructional Practices and Supports 1

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SMART Goal 1 Problem Statements Identifying Instructional Practices and Supports

Problem Statement

Root Cause

1

Lack of research-based district resources for newcomers and long-term English Learners

Instructional resources for newcomers and long-term English Learners has not been a priority

SMART Goal 2

Decrease the percentage from 21 % to 18% of students who are qualified for both EL and IEP services by using the EL Critical Data Matrix with MTSS teams when discussing additional services for EL students.