

# Lyon County School District



## Silverland Middle School

## 2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

# Table of Contents

Inquiry Area 1 : Student Success	3
Inquiry Area 2 : Adult Learning Culture	6
Inquiry Area 3 : Connectedness	8

# Inquiry Area 1 Student Success

## SMART Goal 1

For grades 7-8, the Lyon County School District will increase the percentage of students demonstrating typical growth in mathematics and reading by 2.5% from the end-of-year results of the 2025/2026 school year to the end-of-year results of the 2026/2027 school year.

- Formative Measures:**
1. i-Ready Diagnostics in Reading and Math, disaggregated by student subgroup (ELL, Students with IEPs, FRL, Foster/Homeless, Migrant, and Racial/Ethnic groups)
  2. i-Ready MyPath usage reports, disaggregated by student subgroup
  3. Progress monitoring data from instructional teams and MTSS supports, disaggregated by student subgroup
  4. Curriculum-based assessments and intervention data used to monitor student growth

## Improvement Strategy 1

Ensure all students engage in targeted instruction through i-Ready MyPath in both reading and math, with an emphasis on lesson mastery and academic growth. Progress will be monitored weekly, with structured time provided during advisory and targeted support for students not meeting growth benchmarks.

### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review weekly MyPath participation, lesson completion, and lesson mastery data to identify students requiring additional support and intervention.	Admin	Weekly	
2	Provide all students with 30-50 minutes of structured time weekly in both reading and math during advisory for i-Ready MyPath.	Math and ELA Teachers, Advisory Teachers	Weekly	
3	Provide targeted reteaching, intervention, and progress-monitoring for students who are not demonstrating expected growth or lesson mastery.			

**Position Responsible:** Steve Henderson/Leadership Team

- Resources Needed:**
1. i-Ready educator access for advisory classes and interventionists
  2. Training on i-Ready reports/reporting
  3. Locked browser for Diagnostic Testing
  4. Time during staff meetings or Team meetings to review data and adjust support strategies
  5. Time during Advisory to Complete lessons
  6. Intervention/Extension tool for students that test out of or have completed their MyPath Lessons.

**Evidence Level**

**Level 2: Moderate:**

Regular use of adaptive, personalized programs is linked to improved student outcomes in reading and math.

**Problem Statements:** Student Success 1

**Status Checks**

**November**

**January**

**May**

**Improvement Strategy 2**

Recognize and celebrate student growth, effort, and engagement in personalized learning to reinforce behaviors that support academic growth in reading and mathematics.

**Actions for Implementation**

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Recognize students who meet their typical growth goals on the Winter Reading and Mathematics Diagnostics and celebrate progress toward end-of-year growth targets.	MTSS	Winter Diagnostic Testing	
2	Recognize students who meet their typical growth goals on the Spring Reading and Mathematics Diagnostics and celebrate academic growth achievements.	MTSS	Spring Diagnostic Testing	
3	Recognize teaching teams that demonstrate high levels of student engagement, lesson completion, and lesson mastery in i-Ready MyPath to promote effective implementation of personalized learning supports.	MTSS	Quarterly	

**Position Responsible:** MTSS Team

**Resources Needed:** iReady reporting funds for rewards

**Evidence Level**

**Level 3: Promising:**

School climate research linking positive recognition to engagement and attendance

**Problem Statements:** Student Success 1

**Status Checks**

**SMART Goal 1 Problem Statements Identifying Student Success**

Problem Statement

Root Cause

**1**

Less than half of Silverland Middle School students are meeting typical growth in Math and Reading, demonstrating a persistent gap between current performance and desired academic growth outcomes.

Opportunities exist to strengthen the consistency of instructional practices, use of student learning data, and implementation of intervention supports across the school. Increasing coherence among these systems may enhance student access to targeted support and improve academic growth outcomes.

### SMART Goal 1

By the end of the 2026-2027 school year, Silverland Middle School will increase staff participation in the NV-SCSEL survey from 21% to at least 50%.

**Formative Measures:** NV-SCSEL 2026-2027 staff survey participation rate (baseline: 21%, target: 50%)

### Improvement Strategy 1

Silverland Middle School will increase staff participation in the NV-SCSEL survey by embedding completion time into the school schedule, clearly communicating the purpose of the survey, and sharing results with staff to inform school improvement efforts.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Present 2025-2026 NV-SCSEL survey results to staff during the fall rollout of 2026-2027 SPP goals, including a clear explanation of how the data informed the Adult Learning Culture goals.	Admin	August	
2	Re-present key survey findings and communicate expectations for participation during a staff meeting immediately prior to the opening of the 2026-2027 NV-SCSEL survey window.	Admin	Fall/ Semester 1	
3	Clearly communicate to staff that NV-SCSEL data will be used to inform and monitor school improvement efforts, including Adult Learning Culture goals, during both the fall presentation and pre-survey communication.	Admin	Semester 1	
4	Promote staff participation in the NV-SCSEL survey through regular communication, meeting announcements, and multiple access opportunities, including survey links and QR codes provided through staff meetings and the staff Google Classroom.	Admin	NV-SCSEL survey window	

**Position Responsible:** Administration

- Resources Needed:**
1. Dedicated time during staff meetings or professional learning sessions
  2. Access to the NV-SCSEL survey link and QR code
  3. Staff communication tools (email, staff Google Classroom)
  4. MTSS Tier 1 and staff meeting agendas for reminders and announcements

**Evidence Level**

**Problem Statements:** Adult Learning Culture 1

**Schoolwide and Targeted Assistance Title I Element:** 2.4, 2.6, 4.1

**Status Checks**

**November**

**January**

**May**

**SMART Goal 1 Problem Statements Identifying Adult Learning Culture**

Problem Statement	Root Cause
<p><b>1</b></p>	
<p>Lyon County School District's 2025 NV-SCSEL staff survey included 275 responses, providing representative district-level data regarding staff perceptions of school climate. In contrast, Silverland Middle School received only 15 staff responses, limiting the availability of representative school-level data needed to understand staff perspectives and inform Adult Learning Culture goals and continuous improvement efforts.</p>	<p>While opportunities for staff feedback exist, the school has an opportunity to strengthen systems for communicating the purpose of the NV-SCSEL survey, encouraging participation, and sharing how survey results are used to inform school improvement efforts. As a result, school-level climate data may not fully represent staff perspectives, limiting the availability of actionable feedback to support Adult Learning Culture goals and continuous improvement efforts.</p>

### SMART Goal 1

Lyon County School District will reduce the chronic absenteeism rate by 2.5% from the 2025/2026 school year to the 2026/2027 school year.

- Formative Measures:**
1. Attendance reports disaggregated by student subgroup (ELL, Students with IEPs, FRL, Foster/Homeless, Migrant, and Racial/Ethnic groups)
  2. Early Warning System data disaggregated by student subgroup
  3. MTSS for Attendance data and intervention logs, disaggregated by student subgroup
  4. CCRI family engagement data

### Improvement Strategy 1

Create a responsive, relationship-centered Tiered Attendance Monitoring and Response System that uses clear thresholds and timely interventions to prevent chronic absenteeism and support student re-engagement.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Attendance Letters and Tiered Family Contact per district policy; includes attendance letters, phone calls, attendance contracts, family meetings and referral to SAAB committee.	Vice Principal	ongoing	
2	Identify students reaching 5%, 10%, and 15% absenteeism thresholds and conduct tiered attendance problem-solving meetings with students and families to identify barriers and develop individualized attendance plans.			
3	Recognize improved attendance growth, not just perfect attendance, through monthly celebrations and positive communication with families.	Vice Principal	ongoing	
4	Monthly student attendance rewards for no absences and no tardies.	Vice Principal	ongoing	

**Position Responsible:** Vice Principal

**Resources Needed:** Infinite Campus, MTSS, CCRI, School Resource Officer, funds for rewards

**Evidence Level****Level 3: Promising:**  
Early Intervention**Problem Statements:** Connectedness 1**Status Checks****November****January****May****Improvement Strategy 2**

Increase student belonging, family engagement, and attendance through meaningful, consistent adult connections.

**Actions for Implementation**

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Advisory teachers will contact all advisory families who are unable to attend the 2026-2027 Open House by phone by the end of the first week of school to establish positive family relationships, communicate support resources, and strengthen school-family partnerships that promote student engagement and attendance.	Advisory Teachers	Sept.	
2	Implement weekly advisory lessons and connection activities that promote relationship-building, student voice, social-emotional learning, and a sense of belonging to increase student engagement and connectedness to school.	Advisory Teachers	Ongoing	
3	Implement a schoolwide positive recognition system through positive postcards and family communication to strengthen relationships among students, families, and staff, reinforce positive behaviors, and promote student engagement and attendance.	Admin/ MTSS Tier 1 Team Leads	Monthly Staff Meetings	

**Position Responsible:** Admin and MTSS**Resources Needed:** Character Strong/SEL Tracking system, Back to school family contact logs, positive postcards, postage**Evidence Level****Level 2: Moderate:**  
Structured relationship building**Problem Statements:** Connectedness 1

## Status Checks

November

January

May

### SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

1

While Silverland Middle School prioritizes student connectedness, chronic absenteeism remains a challenge for some students and student groups. Attendance patterns indicate an opportunity to strengthen relationship-building, engagement, and attendance supports to increase student participation and connection to the school community.

Opportunities exist to strengthen schoolwide systems that promote student connectedness, engagement, and attendance. Increased access to relationship-centered practices, meaningful student engagement opportunities, and coordinated social-emotional supports may improve students' connection to the school community and support regular attendance.