

**Lyon County School District**



**Silver Stage High  
School**

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

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# Inquiry Area 1 Student Success

## SMART Goal 1

Silver Stage High School's 9th and 10th Graders will demonstrate a median growth percentile of 50% or greater, from Fall to Spring, as measured by the NWEA Measure of Academic Progress (MAP) in both Reading and Math subject areas for the 2026-2027 school year.

**Formative Measures:** Fall-MAPs Assessment in Reading and Math to determine baseline, Skill-based formative checks in PLCs and Student goal setting and conferring sessions.

Winter-MAPs Assessment in Reading and Math to determine median growth progress, Skill-based formative check in PLCs and Student goal setting and conferring sessions.

Spring-MAPs Assessment in Reading and Math to determine summative growth measure, Skill-based formative check in PLCs and Student goal setting and conferring sessions.

## Improvement Strategy 1

Academic supports and interventions needed to ensure the success of all students.

### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Tracking Credit sufficiency rates for grades 9th-12th.	Administration, Counselor, CCRI	End of each semester	
2	All 9th and 10th graders will take the Measures of Academic Progress (MAPs)-fall, winter, and fall. Individual Growth Goals will be determined and monitored for growth. One to one conferring sessions will take place between the student and teacher to discuss a plan of action to meet goals.	Administration, Counselor, CCRI, Advisory Teachers	Beginning, Middle and End of year	
3	Students who are failing will be brought to the MTSS and an SST will be conducted. Failure rates will be reviewed monthly in the MTSS meetings. Graduation Plans will be created for all students who are at risk of not graduating.	CCRI, MTSS Team, Administration, Counselor	Monthly	
4	Students in 11th grade will take a Pre-ACT exam and their results will be reviewed in Advisory. Goals will be set for the students and ACT practice will occur in Advisory. One to one conferring sessions will take place between the student and teacher to discuss a plan of action to meet goals.	Administration, Counselor, CCRI, and 11th Grade Advisory Teachers	Weekly	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
5	Math teachers will require all students to complete 5 tasks per week.	Math Teachers	Weekly	
6	Students will be rewarded for meeting their growth goals Fall-Spring 2026-2027.	Math and Reading Teachers	Spring of 2027	
7	All teachers will use Close Reading Strategies to assist with comprehension of all reading passages.	All Teachers	Weekly	
8	Teachers will create common success criteria for math and reading units. They will 3 times per month to compare common formative assessment results. Teachers will emphasize how their content is relevant in the real-world.	Math and ELA Teachers	Weekly	
9	Teachers will focus on creating sound lesson structures that reinforce routines, scaffold learning via specific steps/activities, this will be done in weekly PLCs. Lessons will optimize time on task and classroom climate by using smooth transitions. Planned sequencing of teaching and learning activities stimulates and maintains engagement by linking lesson and unit learning. A section will be designated on the lesson plan format for chronically absent students and Students on an IEP.	All Teachers	Weekly	

**Position Responsible:** CCRI, MTSS Facilitator, Teachers, Administration, and Counselor

**Resources Needed:** College and Career Readiness Interventionists (CCRI)

Graduation/Academic Plans

Credit Sufficiency Checks

MTSS Team

MAPs Assessment-3 times per year for 9th and 10th graders

Pre-ACT Exam-Fall for 11th graders

Title Funding will be needed to send all Juniors on a Field Trip that meet show growth from their Pre-ACT exam to the Real ACT exam.

Title Funding will be needed to purchase raffle items for all students who meet their Growth Goals.

Alek Program

PLC time

Structured Lesson Plans

**Evidence Level**

**Level 1: Strong:**

Academic Supports and Interventions

**Problem Statements:** Student Success 1

**Schoolwide and Targeted Assistance Title I Element:** 2.4, 2.5, 2.6

## Status Checks

November

January

May

### SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

Students lack the understanding of how their current learning will relate to their future.

Students don't have life experiences allowing them to see the relevancy with student learning.

# Inquiry Area 2

## Adult Learning Culture

### SMART Goal 1

100% of classroom teachers and support staff at SSHS will participate in Student Study Teams (SST) and implement interventions for students who are Chronically Absent by the end of the third quarter. SSHS will accomplish this by the end of 2026/2027 school year.

**Formative Measures:** Attendance rates for chronically absent students. Teacher and Support Staff attendance at SSTs. Progress monitoring on the interventions designed during the SSTs.

### Improvement Strategy 1

The MTSS team and classroom teachers will create interventions and attend SSTs for students who were chronically absent in grades 9th-12th during the 2025/2026 school year.

## Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	The MTSS Facilitator will schedule SST meetings for the 9th-12th graders who were Chronically Absent during the 2025/2026 school year. All Classroom Teachers and support staff will be invited to the meetings and an attendance log will be kept.	Paige Walker-MTSS Facilitator	Monthly September 2026-May 2027	
2	Students who have perfect attendance for an entire month will be entered into a raffle.	MTSS Team Members	Monthly September 2026-May 2027	
3	Classroom teachers along with MTSS team will create interventions for the students deemed chronically absent. Progress monitoring data will be maintained for throughout the school year.	Classroom Teachers MTSS Team Members	Monthly September 2026-May 2027	
4	Our College and Career Readiness Coach will compile a list of 9th-12th graders who were Chronically Absent during the 2024/2025 school year and share the list with the MTSS Team.	Carlene Pacheco-CCRI	Monthly September 2026-May 2027	
5	Teachers will use a structured lesson plan format. The format will include a section for students teachers are concerned about and need an SST. There will also be a section on the lesson plan format for students on an IEP and Chronically Absent students.	Teachers and Administration	Weekly September 2026-May 2027	

**Position Responsible:** Administration, CCRI, MTSS Team, All Teachers

**Resources Needed:** MTSS data sheet  
Instructional Consultation Data Monitoring Graphs  
Teacher and Support Staff Attendance Logs  
Student Attendance through IC  
CCRI  
MTSS Facilitator  
SRO  
MTSS Team Members  
Title Funding to reward the students with raffle prizes who earn perfect attendance

### Evidence Level

**Level 1: Strong:**  
Progress Monitoring data

**Problem Statements:** Adult Learning Culture 1

**Schoolwide and Targeted Assistance Title I Element:** 2.4, 2.5, 2.6

## Status Checks

November

January

May

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

Problem Statement

Root Cause

1

At Silver Stage High School, multiple student groups face intertwined challenges that impede their academic and personal development. Teachers struggle providing all needed tools to students due to insufficient parental engagement, high number of students displaying challenging behaviors, and students not engaging in relevant lessons-limiting access to learning opportunities.

These issues highlight a critical need for an inclusive, supportive, and cohesive educational system (MTSS) that addresses diverse needs, fosters engagement, and strengthens parental and community involvement.

# Inquiry Area

## 3

### Connectedness

#### SMART Goal 1

SSHS will reduce the chronic absenteeism rate by 2.5% from the 2025-2026 school year to the 2026-2027 school year.

**Formative Measures:** Student Attendance rates, student grades, and student behavior records.

#### Improvement Strategy 1

Utilizing data, SSHS, will engage families and provide early intervention (students who were chronically absent during the 2024-2025 school year) to improve attendance. Engaging Curriculum such as WorkKeys, Career Trees, and School Links, and effective Tier 1 instruction to improve attendance.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will use a structured lesson plan format. The format will include a section for students teachers are concerned about and need an SST. Chronically absent students and students on a IEP will be a focus.	Teachers and Administration	Weekly-September 2026-May 2027	
2	Monthly Newsletters will be sent home, emphasizing the importance of attendance. Monthly attendance rates will also be included for each grade level.	SSHS Administration	Monthly-September 2026-May 2027	
3	School Links will be conducted in Advisory for grades 9-12.	SSHS Staff-Teachers and Administration	Monthly-September 2026-May 2027	
4	9-12 Attendance Data will be tracked and discussed in monthly MTSS meeting.	SSHS Administration, CCRI, MTSS Facilitator and MTSS Team Members	Monthly-September 2026-May 2027	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
5	Emphasize making learning relevant through WorkKeys, Structured lesson planning and Career Trees.	SSHS Staff-Teachers and Administration	Weekly-September 2026-May 2027	
6	Monthly field trips planned for students with perfect attendance.	CIP Team Members and Administration	Monthly-September 2026-May 2027	
7	Attendance rates will be tracked on a bulletin board in the Attendance office.	Attendance Secretary and Administration	Monthly-September 2026-May 2027	
8	Attendance contracts and meetings will be implemented over the summer for all students who were chronically absent during the 2024-2025 school year.	Attendance Secretary and Administration	Daily-July and August	
9	Attendance contracts and meetings will be implemented over the school year for all students who have nine or more absences during the 2025-2026 school year.	Attendance Secretary and Administration	Monthly-September 2026-May 2027	

**Position Responsible:** Classroom teachers, Administration, and Secretaries

**Resources Needed:** Infinite Campus Student Information System  
 College and Career Readiness Interventionists (CCRI)  
 MTSS Teams  
 Expanded in person and telehealth Mental Health Resources in Schools  
 Title Funding to reward students with raffle prizes who have monthly perfect attendance

**Evidence Level**

**Level 1: Strong:**  
 Progress Monitoring

**Problem Statements:** Connectedness 1

**Schoolwide and Targeted Assistance Title I Element:** 2.4, 2.5, 2.6, 4.2

**Status Checks**

**November**

**January**

**May**

## SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

1

Students at SSHS have a chronic attendance rate over 30%. Students who miss more than 10% of the school year are deemed chronically absent.

Students at SSHS have stated that they do not see how their current studies relate to their future endeavors. If students do not see the relevance of their education to future goals, they may be less motivated to attend school.