Nye County School District

District Improvement Plan

2025-2026

Mission Statement

Learning-Focused

Vision

All staff and students learning at high levels.

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/nye/2023.

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

During the 24-25 school year, 31% of students in grades 3-11 have demonstrated proficiency in reading and 28% of students in grades 3-8 demonstrated proficiency in math, 22% of students enrolled in Algebra have demonstrated proficiency, 42% of students have shown proficiency in Algebra II and 25% of students have demonstrated proficiency in Geometry.

Student Success Areas for Growth

The 23/24 school year ended with NCSD having an 80% graduation rate, and a 28.3% chronic absenteeism rate. Academically, NCSD had a 33.8% rate in elementary, 30% in middle and 31.2% in English. NCSD had proficiency rates of 26.2% in elementary, 18.5% in middle and 6.6% in high school for math. All of these areas are behind state averages.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Embedding strong instruction into their everyday classes	Hire an EL coach for schools throughout the district to provide professional development for teachers.
Foster/Homeless	Lack of wraparound services.	Social workers to help students and families find services.
Free and Reduced Lunch	Food insecurity.	Free and reduced lunch for all, meals over the summer, weekend meals.
Migrant/Title1-C Eligible	Inability to communicate with families.	Parent liaisons/translators at schools to help increase communication.
Racial/Ethnic Minorities	Inability to communicate with families	Parent liaison's/translators available to support families.

Student Group	Challenge	Solution
Students with IEPs	Increase oversight from SESS on IEPs to ensure that all are written correctly with the student's best interest in mind.	Ongoing professional development.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Student achievement in grades 3-11 is below the state average. Outcomes from the 23/24 SBAC show that Nye County students, 21.9% of students in grades 3-8, are proficient in Math, which is below the state average of 38%. According to the College and Career Readiness Assessment (ACT), only 6.7% of juniors are proficient, below the state average of 19.4%.
Critical Root Cause: Not utilizing data to generate appropriate actions that result in growth for NCSD students. Lack of a comprehensive Multi-Tiered Support system to identify, monitor, and support the learning of students. A lack of effective tier-one strategies.

Problem Statement 2 (Prioritized): Student achievement in ELA is also behind the state average. SBAC outcomes (grades 3-8) 31.7% are proficient in ELA. The CCR (ACT for Juniors) shows that 6.7% of students are proficient in math and 30.8% in ELA. The state average in ELA is 42.8% for the SBAC and 45.2% on the CCR exam.
Critical Root Cause: Not utilizing data to generate appropriate actions that result in growth for NCSD students. Lack of a comprehensive Multi-Tiered Support system to identify, monitor, and support the learning of students. A lack of effective tier-one strategies.

Problem Statement 3 (Prioritized): NCSD improved the chronic absentee rate over the 23/24 school year. The 22/23 school year showed a chronic absenteeism rate of 35.2%, and it dropped to 28.3% over the 23/24 school year. This is above the state average of 25.9%.
Critical Root Cause: Some students feel disengaged, unsafe physically or emotionally, don't connect to anyone at school, and don't connect school to the future.

Problem Statement 4: Data is used inconsistently to modify instruction and meet student needs.
Critical Root Cause: Lack of data literacy throughout the district and not utilizing collaborative team meetings to change instructional patterns.

Problem Statement 5: Parents of high school students feel that communication from the district is lacking compared to parents of students at other grade levels. The average rating for how well the school communicates with parents about their child's academic progress for high school parents was 3.37 out of 5, while the average for other parents was 3.73 out of 5. The average rating for how well the school leadership communicates with parents about school improvement efforts and student achievement for high school parents was 2.98 out of 5, while the average for other parents was 3.29 out of 5.
Critical Root Cause: High school parents do not feel as connected to the school as elementary and middle school parents.

Connectedness

Connectedness Areas of Strength

According to the school culture and climate surveys, the district maintained a 69/100 which a favorable outcome.

Connectedness Areas for Growth

The district continues to lag behind state averages in all measured areas.

Problem Statements Identifying Connectedness Needs

Problem Statement 1: Parents of high school students feel that communication from the district is lacking compared to parents of students at other grade levels. The average rating for how well the school communicates with parents about their child's academic progress for high school parents was 3.37 out of 5, while the average for other parents was 3.73 out of 5. The average rating for how well the school leadership communicates with parents about school improvement efforts and student achievement for high school parents was 2.98 out of 5, while the average for other parents was 3.29 out of 5.
Critical Root Cause: High school parents do not feel as connected to the school as elementary and middle school parents.

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Critical Root Cause: Not utilizing data to generate appropriate actions that result in growth for NCSD students. Lack of a comprehensive Multi-Tiered Support system to identify, monitor, and support the learning of students. A lack of effective tier-one strategies.

Problem Statement 4 (Prioritized): Student achievement in grades 3-11 is below the state average. Outcomes from the 23/24 SBAC show that Nye County students, 21.9% of students in grades 3-8, are proficient in Math, which is below the state average of 38%. According to the College and Career Readiness Assessment (ACT), only 6.7% of juniors are proficient, below the state average of 19.4%.
Critical Root Cause: Not utilizing data to generate appropriate actions that result in growth for NCSD students. Lack of a comprehensive Multi-Tiered Support system to identify, monitor, and support the learning of students. A lack of effective tier-one strategies.

Problem Statement 5: Data is used inconsistently to modify instruction and meet student needs.
Critical Root Cause: Lack of data literacy throughout the district and not utilizing collaborative team meetings to change instructional patterns.

Priority Problem Statements

Problem Statement 1: Student achievement in grades 3-11 is below the state average. Outcomes from the 23/24 SBAC show that Nye County students, 21.9% of students in grades 3-8, are proficient in Math, which is below the state average of 38%. According to the College and Career Readiness Assessment (ACT), only 6.7% of juniors are proficient, below the state average of 19.4%.

Critical Root Cause 1: Not utilizing data to generate appropriate actions that result in growth for NCSD students. Lack of a comprehensive Multi-Tiered Support system to identify, monitor, and support the learning of students. A lack of effective tier-one strategies.

Problem Statement 1 Areas: Student Success - Connectedness - Instructional Practices and Supports - Stakeholder Engagement

Problem Statement 2: Student achievement in ELA is also behind the state average. SBAC outcomes (grades 3-8) 31.7% are proficient in ELA. The CCR (ACT for Juniors) shows that 6.7% of students are proficient in math and 30.8% in ELA. The state average in ELA is 42.8% for the SBAC and 45.2% on the CCR exam.

Critical Root Cause 2: Not utilizing data to generate appropriate actions that result in growth for NCSD students. Lack of a comprehensive Multi-Tiered Support system to identify, monitor, and support the learning of students. A lack of effective tier-one strategies.

Problem Statement 2 Areas: Student Success - Connectedness

Problem Statement 3: NCSD improved the chronic absentee rate over the 23/24 school year. The 22/23 school year showed a chronic absenteeism rate of 35.2%, and it dropped to 28.3% over the 23/24 school year. This is above the state average of 25.9%.

Critical Root Cause 3: Some students feel disengaged, unsafe physically or emotionally, don't connect to anyone at school, and don't connect school to the future.

Problem Statement 3 Areas: Student Success - Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- CCR Participation data
- College and career readiness data
- Credit Sufficiency/Deficiency/Retrieval data
- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Curriculum Based Measures
- Graduation rates/GED/HiSET data
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- SAT, ACT, PSAT or ASPIRE
- Smarter Balanced (SBAC)
- WIDA ACCESS for ELLs

Adult Learning Culture

- Coaching Logs
- Evaluation(s) of professional development implementation and impact
- Professional learning communities (PLC) data/agenda/notes

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By the end of the 2025-2026 academic year, the Nye County School District will increase the average student proficiency rate in English Language Arts (ELA) across elementary (ES), middle (MS), and high school (HS) grades by three percentage points.
Target Proficiency Rates:
Elementary School (ES): 36.8%
Middle School (MS): 33%
High School (HS): 34.2%

State Priorities:
Implementing reading & math resources, Literacy in K-3, Math in 4-8, CCR in secondary

Improvement Strategy 1 Details					Reviews			

Improvement Strategy 1: Use frequent formative assessments and Mastery Connect to determine progress made on student mastery of those standards.

Action #	Actions for Implementation	Person(s) Responsible	Timeline		Status Check			EOY Reflection
					Nov	Jan	Mar	June
					No review	No review	No review	
1	Provide professional development for teachers on how to effectively teach and assess the essential standards within Tier One resources.	Curriculum and Instruction	25-26					
2	Focus on strategies for differentiating instruction and providing targeted support for struggling learners within the context of the essential standards, as well as students who are performing above standard.	Curriculum and Instruction	25-26					
3	To foster student comfort with the testing platform and accurate task completion, teachers will be supported with the necessary resources and encouragement to dedicate 15 minutes each week to working with students on a selected grade-level standard from the Smarter Balanced practice website.	Classroom teachers	25-26					

Resources Needed: Mastery Connect, professional development days.

Evidence Level

Problem Statements/Critical Root Cause: Student Success 2 - Connectedness 3

Resources and Funding Needed: continued PD for district coordinators to grow in order to provide quality research-based PD. - Title 1

Improvement Strategy 2 Details					Reviews			

Improvement Strategy 2: Data literacy

Action #	Actions for Implementation	Person(s) Responsible	Timeline		Status Check			EOY Reflection
					Nov	Jan	Mar	June
1	Teachers will be able to use formative and summative data to create student driven lessons.	Building principal	25-26		No review	No review	No review	

Resources Needed: iReady, Mastery Connect data

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1, 2 - Stakeholder Engagement 1 - Connectedness 3, 4 - Instructional Practices and Supports 2

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Student achievement in grades 3-11 is below the state average. Outcomes from the 23/24 SBAC show that Nye County students, 21.9% of students in grades 3-8, are proficient in Math, which is below the state average of 38%. According to the College and Career Readiness Assessment (ACT), only 6.7% of juniors are proficient, below the state average of 19.4%.   **Critical Root Cause**: Not utilizing data to generate appropriate actions that result in growth for NCSD students. Lack of a comprehensive Multi-Tiered Support system to identify, monitor, and support the learning of students. A lack of effective tier-one strategies.

Problem Statement 2: Student achievement in ELA is also behind the state average. SBAC outcomes (grades 3-8) 31.7% are proficient in ELA. The CCR (ACT for Juniors) shows that 6.7% of students are proficient in math and 30.8% in ELA. The state average in ELA is 42.8% for the SBAC and 45.2% on the CCR exam.   **Critical Root Cause**: Not utilizing data to generate appropriate actions that result in growth for NCSD students. Lack of a comprehensive Multi-Tiered Support system to identify, monitor, and support the learning of students. A lack of effective tier-one strategies.

Connectedness

Problem Statement 3: Student achievement in ELA is also behind the state average. SBAC outcomes (grades 3-8) 31.7% are proficient in ELA. The CCR (ACT for Juniors) shows that 6.7% of students are proficient in math and 30.8% in ELA. The state average in ELA is 42.8% for the SBAC and 45.2% on the CCR exam.   **Critical Root Cause**: Not utilizing data to generate appropriate actions that result in growth for NCSD students. Lack of a comprehensive Multi-Tiered Support system to identify, monitor, and support the learning of students. A lack of effective tier-one strategies.

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Instructional Practices and Supports

Problem Statement 2: Student achievement in grades 3-11 is below the state average. Outcomes from the 23/24 SBAC show that Nye County students, 21.9% of students in grades 3-8, are proficient in Math, which is below the state average of 38%. According to the College and Career Readiness Assessment (ACT), only 6.7% of juniors are proficient, below the state average of 19.4%.   **Critical Root Cause**: Not utilizing data to generate appropriate actions that result in growth for NCSD students. Lack of a comprehensive Multi-Tiered Support system to identify, monitor, and support the learning of students. A lack of effective tier-one strategies.

Stakeholder Engagement

Problem Statement 1: Student achievement in grades 3-11 is below the state average. Outcomes from the 23/24 SBAC show that Nye County students, 21.9% of students in grades 3-8, are proficient in Math, which is below the state average of 38%. According to the College and Career Readiness Assessment (ACT), only 6.7% of juniors are proficient, below the state average of 19.4%.   **Critical Root Cause**: Not utilizing data to generate appropriate actions that result in growth for NCSD students. Lack of a comprehensive Multi-Tiered Support system to identify, monitor, and support the learning of students. A lack of effective tier-one strategies.

Inquiry Area 1: Student Success

SMART Goal 2: By the end of the 2025-2026 academic year, the Nye County School District will increase the four-year cohort graduation rate by 2%.

State Priorities:
Implementing reading & math resources, Literacy in K-3, Math in 4-8, CCR in secondary, Workforce

Improvement Strategy 1 Details				Reviews			
Improvement Strategy 1: Staff will receive professional development on strategies to build positive relationships with students, create inclusive classroom environments, and support students' social-emotional needs, as well as on effective instructional practices in ELA and math, and on implementing strategies to improve graduation rates.				**Status Check**			**EOY Reflection**
				Nov	**Jan**	**Mar**	**June**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	No review	No review	No review	
1	Staff will use collaborative time to share data and skills to improve academic outcomes	Teachers, administration	2x per week minimum				
Evidence Level Level 3: Promising: Team Agendas, Mastery Connect							

Inquiry Area 1: Student Success

SMART Goal 3: By the end of the 2025-2026 academic year, the Nye County School District will increase the average student proficiency rate in mathematics across elementary (ES), middle (MS), and high school (HS) grades by three percentage points.
Target Proficiency Rates:
Elementary School (ES): 29.2%
Middle School (MS): 21.5%
High School (HS): 9.6%

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

Improvement Strategy 1 Details					Reviews			
Improvement Strategy 1: Implement regular formative assessments to identify student learning gaps.					**Status Check**			**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**		**Nov**	**Jan**	**Mar**	**June**
1	Professional development on creation of formative assessments.	Curriculum and instruction	First semester		No review	No review	No review	
2	Collaborative team meetings focusing on CFA outcomes.	Administration	25-26					
3	Professional development on tier 2 techniques for the classroom.	Curriculum and instruction.	First semester.					
4	To foster student comfort with the testing platform and accurate task completion, teachers will be supported with the necessary resources and encouragement to dedicate 15 minutes each week to working with students on a selected grade-level standard from the Smarter Balanced practice website.	Classroom teachers/ departments	First semester					
Resources Needed: Mastery Connect, CFAs								
Problem Statements/Critical Root Cause: Student Success 1 - Stakeholder Engagement 1 - Connectedness 4 - Instructional Practices and Supports 2								

SMART Goal 3 Problem Statements:

Student Success
Problem Statement 1: Student achievement in grades 3-11 is below the state average. Outcomes from the 23/24 SBAC show that Nye County students, 21.9% of students in grades 3-8, are proficient in Math, which is below the state average of 38%. According to the College and Career Readiness Assessment (ACT), only 6.7% of juniors are proficient, below the state average of 19.4%. **Critical Root Cause**: Not utilizing data to generate appropriate actions that result in growth for NCSD students. Lack of a comprehensive Multi-Tiered Support system to identify, monitor, and support the learning of students. A lack of effective tier-one strategies.

Connectedness
Problem Statement 4: Student achievement in grades 3-11 is below the state average. Outcomes from the 23/24 SBAC show that Nye County students, 21.9% of students in grades 3-8, are proficient in Math, which is below the state average of 38%. According to the College and Career Readiness Assessment (ACT), only 6.7% of juniors are proficient, below the state average of 19.4%. **Critical Root Cause**: Not utilizing data to generate appropriate actions that result in growth for NCSD students. Lack of a comprehensive Multi-Tiered Support system to identify, monitor, and support the learning of students. A lack of effective tier-one strategies.

Instructional Practices and Supports
Problem Statement 2: Student achievement in grades 3-11 is below the state average. Outcomes from the 23/24 SBAC show that Nye County students, 21.9% of students in grades 3-8, are proficient in Math, which is below the state average of 38%. According to the College and Career Readiness Assessment (ACT), only 6.7% of juniors are proficient, below the state average of 19.4%. **Critical Root Cause**: Not utilizing data to generate appropriate actions that result in growth for NCSD students. Lack of a comprehensive Multi-Tiered Support system to identify, monitor, and support the learning of students. A lack of effective tier-one strategies.

Stakeholder Engagement
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Inquiry Area 2: Connectedness

SMART Goal 1: Nye County School District will increase student connectedness, as measured by a 15% increase in the average score on the "Sense of Belonging" scale of the district-wide student climate survey from the 2023-2024 baseline, by the end of the 2025-2026 school year.

State Priorities:
Implementing reading & math resources, Literacy in K-3, Math in 4-8, CCR in secondary, Innovation

Improvement Strategy 1 Details					Reviews			
Improvement Strategy 1: Survey students to discover areas of need.					**Status Check**			**EOY Reflection**
Action #	**Actions for Implementation**		**Person(s) Responsible**	**Timeline**	**Nov**	**Jan**	**Mar**	**June**
1	Survey students three times a year to learn about their perspectives.		School Administrator	3x per year	No review	No review	No review	
Resources Needed: Google forms.								
Evidence Level								
Problem Statements/Critical Root Cause: Student Success 3 - Connectedness 2								

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 3: NCSD improved the chronic absentee rate over the 23/24 school year. The 22/23 school year showed a chronic absenteeism rate of 35.2%, and it dropped to 28.3% over the 23/24 school year. This is above the state average of 25.9%.   **Critical Root Cause**: Some students feel disengaged, unsafe physically or emotionally, don't connect to anyone at school, and don't connect school to the future.
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Inquiry Area 3: Adult Learning Culture

SMART Goal 1: By the end of the 2025-26 school year, the Nye County School District will increase the percentage of teachers participating in regularly scheduled collaborative team meetings to discuss student achievement and the analysis of common formative assessments to 90%. These teams will meet at least twice weekly, with progress measured by meeting attendance records, documented team agendas, and evidence of common formative assessment analysis within those agendas, increasing from the current baseline of 70% participation.

State Priorities:
Implementing reading & math resources, Literacy in K-3, Math in 4-8, CCR in secondary

Improvement Strategy 1 Details				Reviews			
Improvement Strategy 1: Schools will create and follow a strategic implementation guide (SIG) to develop and monitor processes in their collaborative teams to help them determine what students have learned and what they have not learned through the collaborative team process.				**Status Check**			**EOY Reflection**
				Nov	**Jan**	**Mar**	**June**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	No review	No review	No review	
1	Monitor implementation of SIGs throughout schools.	Curriculum Director	25-26				
2	Create and implement a Wildly Important Goal.	Administration	25-26				

Resources Needed: Administrative team meetings, SIG outline.

Evidence Level

Problem Statements/Critical Root Cause: Student Success 2 - Connectedness 3

Resources and Funding Needed: Mastery Connect, restorative practices, data meetings - School Improvement Title I-1003a

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 2: Student achievement in ELA is also behind the state average. SBAC outcomes (grades 3-8) 31.7% are proficient in ELA. The CCR (ACT for Juniors) shows that 6.7% of students are proficient in math and 30.8% in ELA. The state average in ELA is 42.8% for the SBAC and 45.2% on the CCR exam. **Critical Root Cause**: Not utilizing data to generate appropriate actions that result in growth for NCSD students. Lack of a comprehensive Multi-Tiered Support system to identify, monitor, and support the learning of students. A lack of effective tier-one strategies.

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