2025-2026 DISTRICT IMPROVEMENT PLAN

INNOVATING SOLUTIONS FOR A CHANGING WORLD

PRESENTED BY KENNY WEAVER
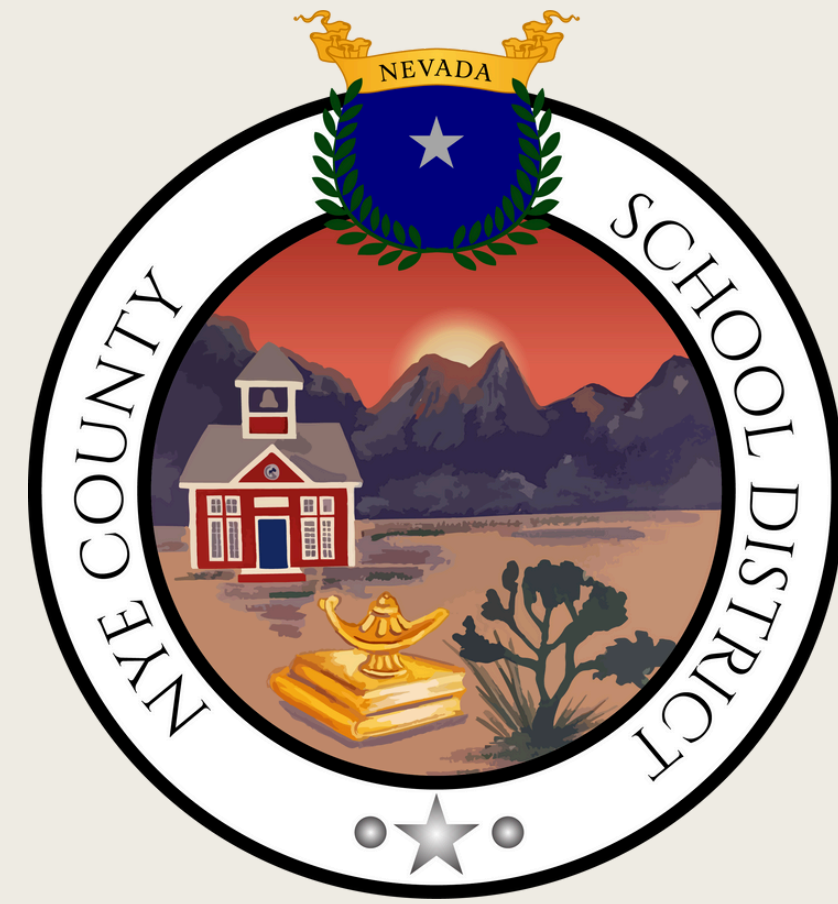
WHAT IS IT

A plan to help make the NCSD mission and vision successes that focuses on building the collective capacities and efficacies of all.

MISSION: LEARNING FOCUSED

VISION: ALL STUDENTS AND STAFF LEARNING AT HIGH LEVELS
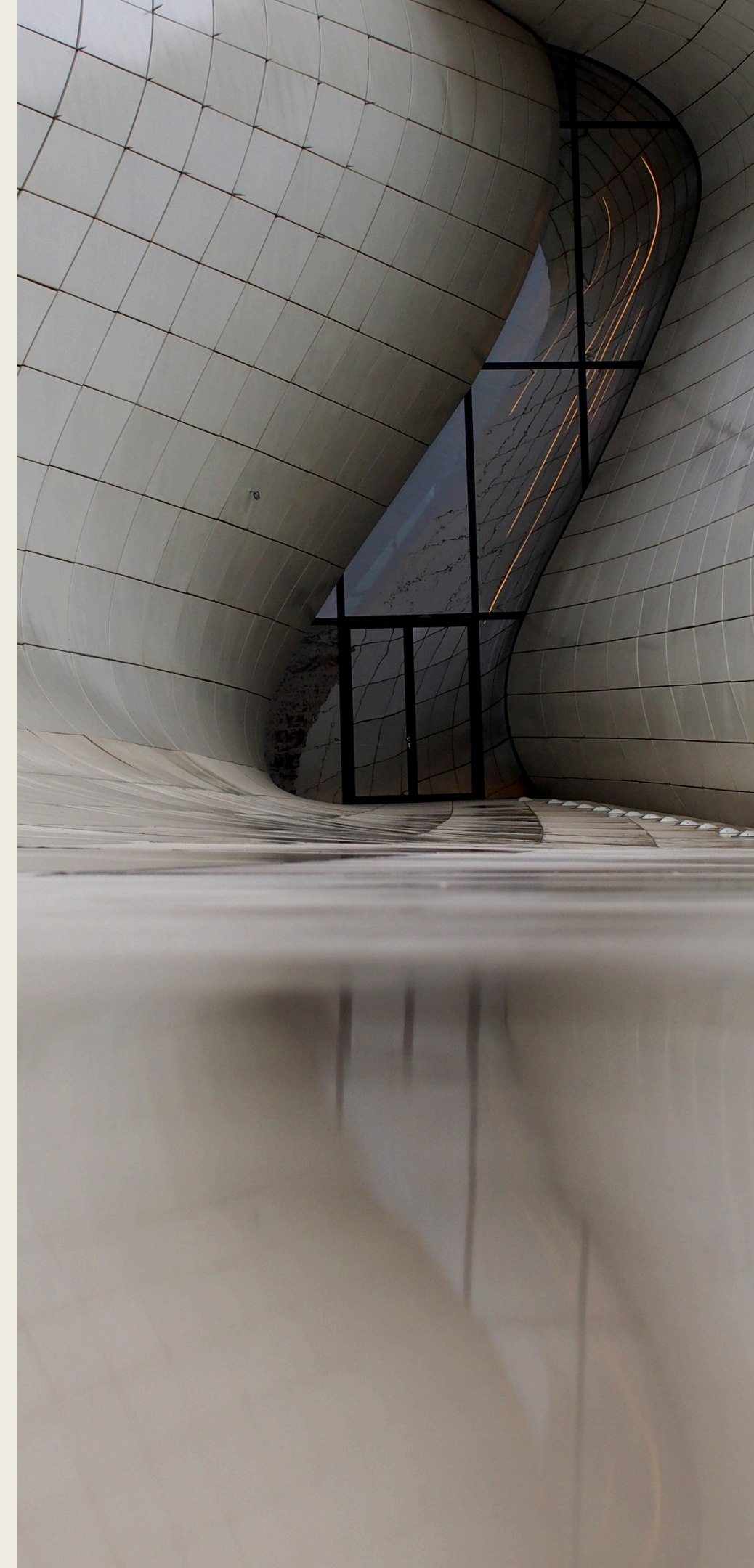
STUDENT SUCCESSES

During the 24-25 school year:

-31% of students in grades 3-11 have demonstrated proficiency in reading (29% in 23/24)

-28% of students in grades 3-8 demonstrated proficiency in math (25% 23/24)

-22% of students enrolled in Algebra have demonstrated proficiency (No previous data)

-42% of students have shown proficiency in Algebra II

-25% of students have demonstrated proficiency in Geometry.

PROBLEM STATEMENT

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.
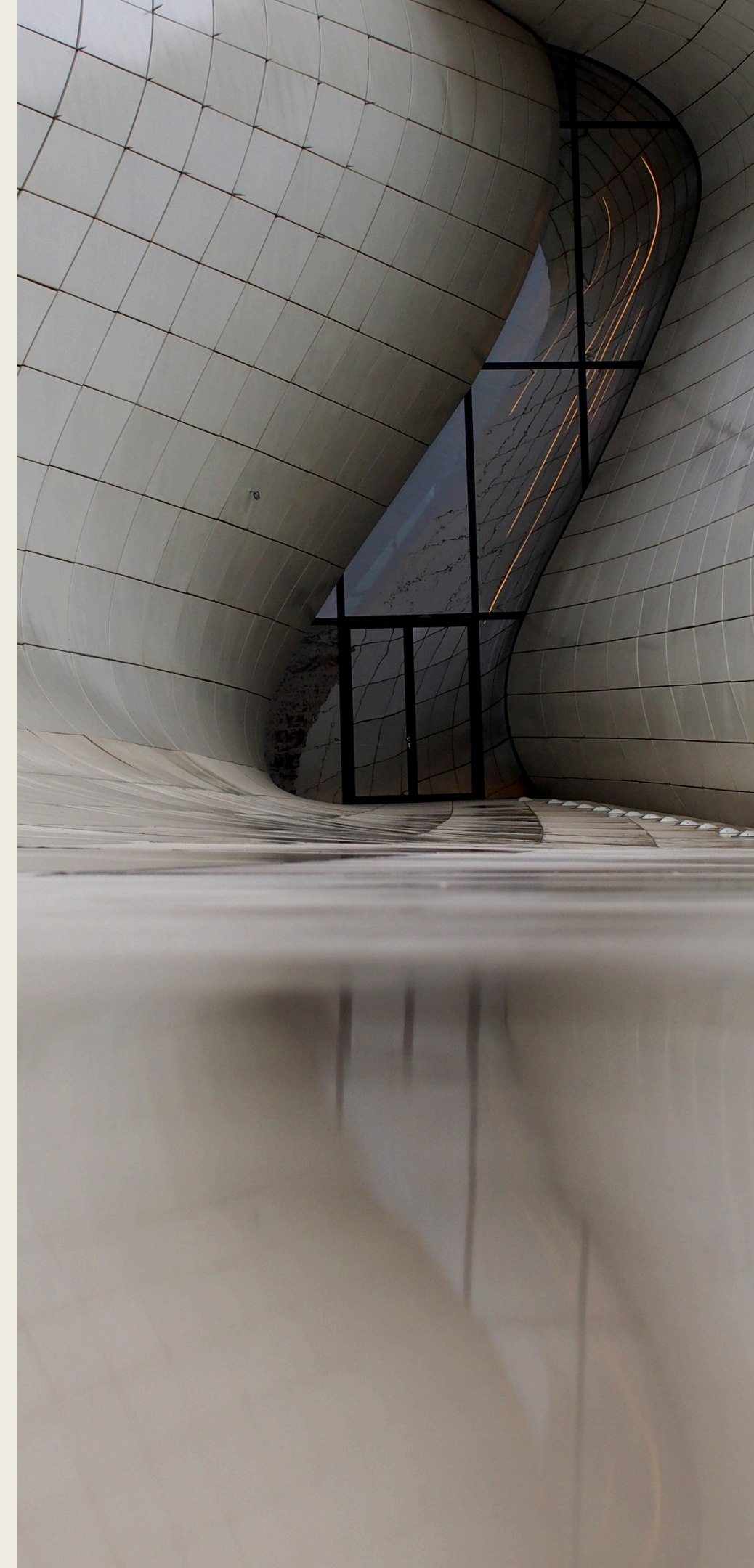A lack of effective tier-one strategies.

PROBLEM STATEMENT

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.
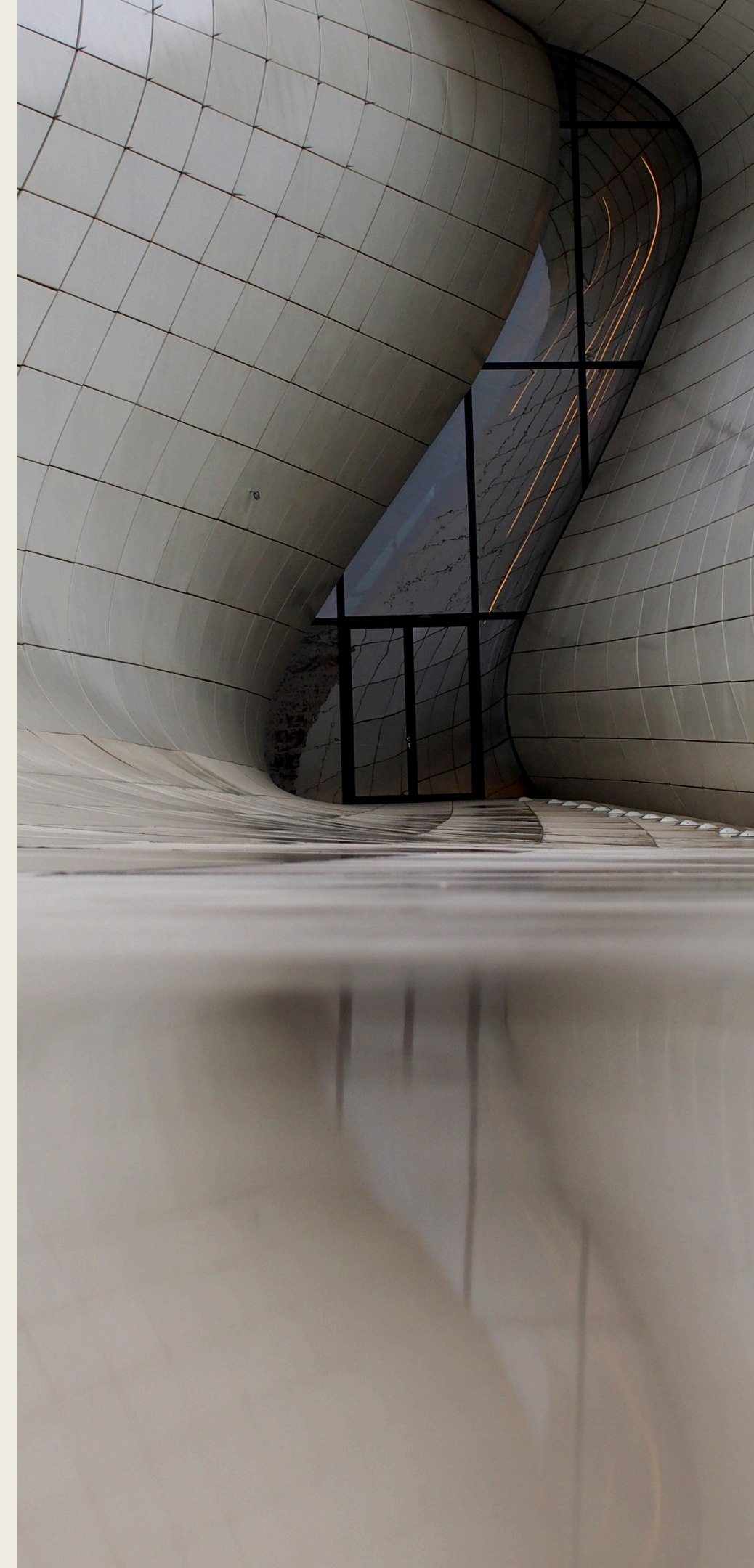
PROBLEM STATEMENT

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.
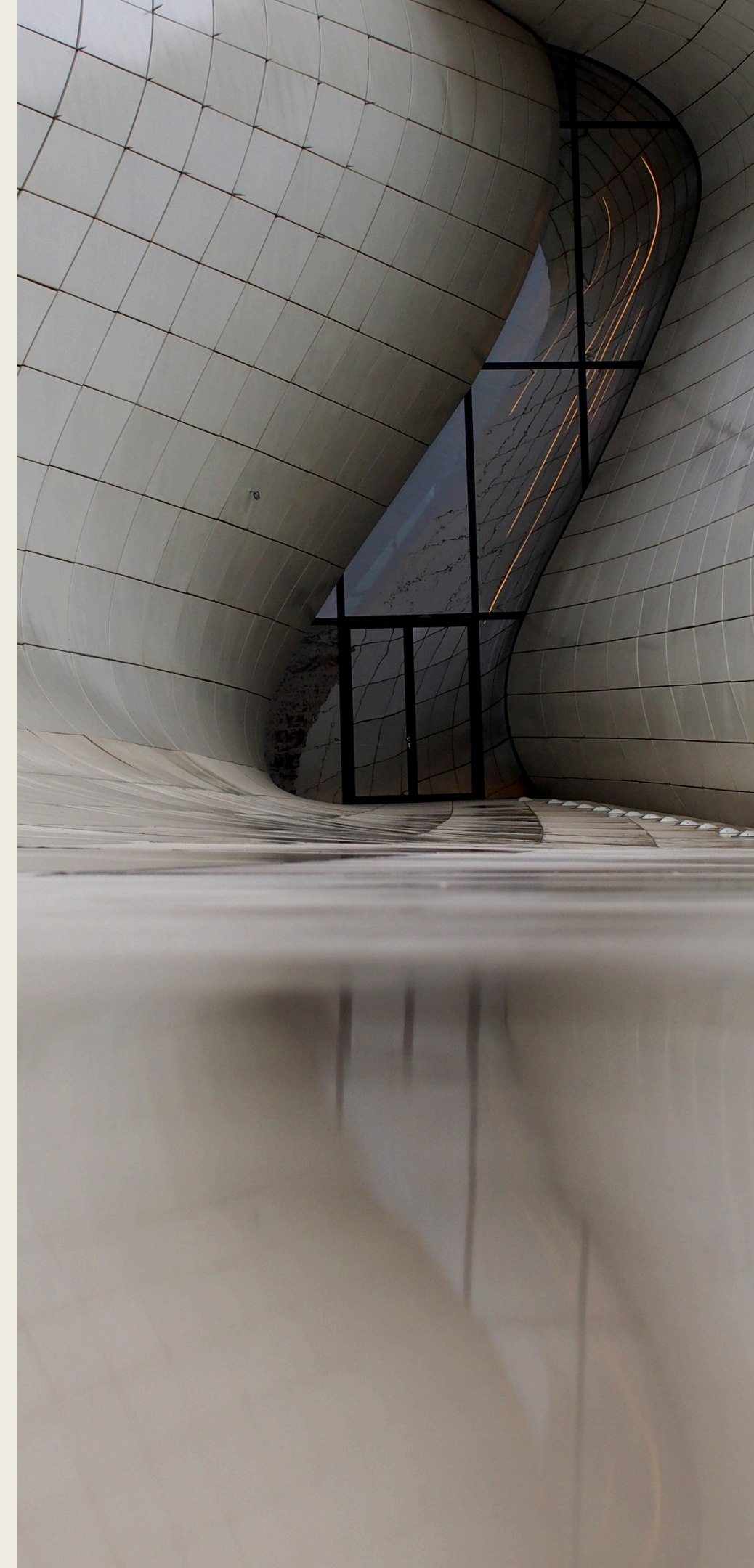
PROBLEM STATEMENT

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.
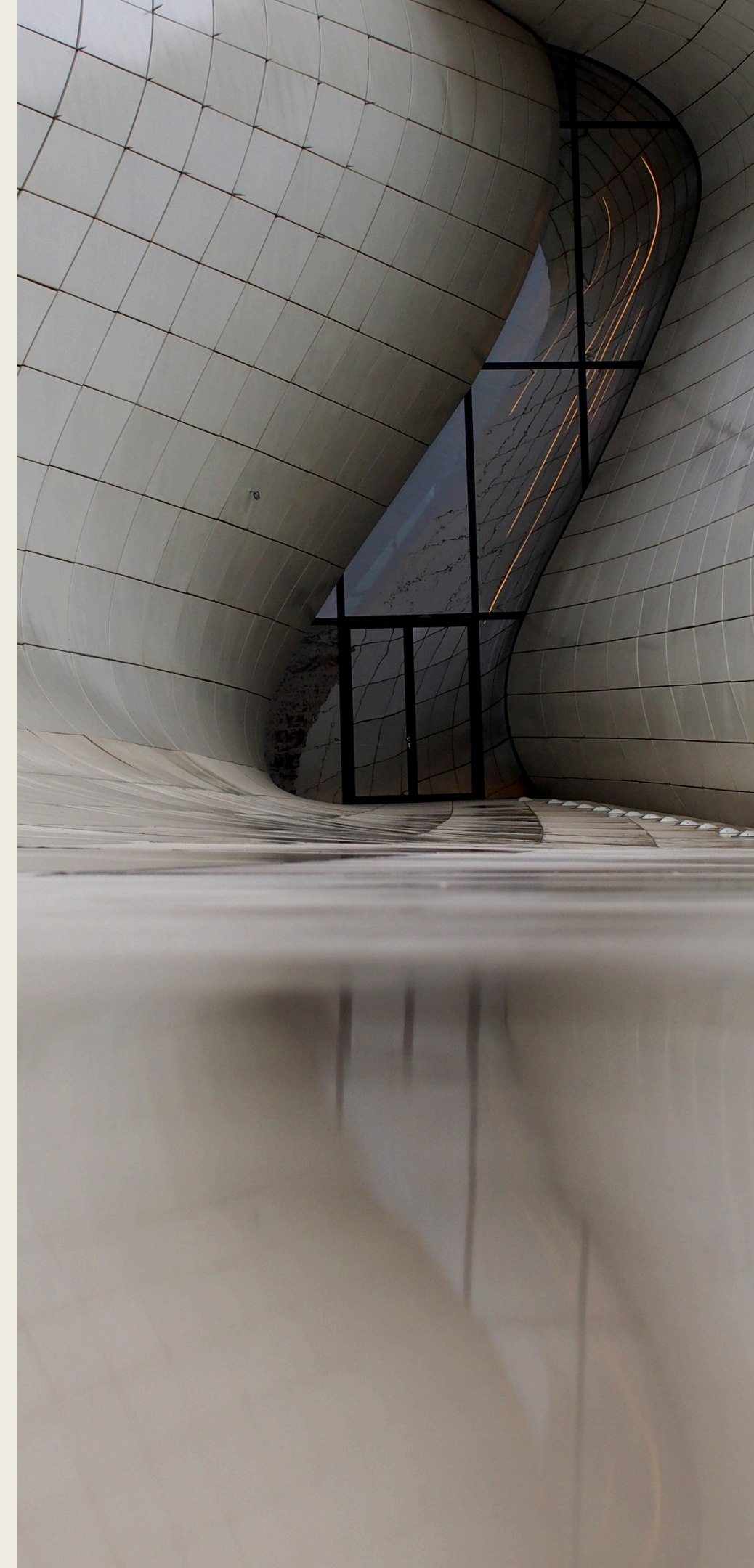
PROBLEM STATEMENT

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.

GOALS

What are we going to do to push us up the hill?

WHAT ARE WE GOING TO DO:

Increase ELA and Math outcomes, increase the graduation rate, increase student connectedness.

HOW?

But... How...?

INCREASE ELA

-Provide professional development for teachers on how to effectively teach and assess the essential standards.

-Focus on strategies for differentiating instruction and providing targeted support for struggling learners withing the context of the essential standards, as well as students are are performing above standard.

-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.

-Teachers will be able to use formative and summative data to create student driven lessons.

TARGET PROFICIENCY RATES:

ELEMENTARY SCHOOL (ES): 29.2%

MIDDLE SCHOOL (MS): 21.5%

HIGH SCHOOL (HS): 9.6%

INCREASE MATH

-Implement regular formative assessments to identify student learning gaps.

-Collaborative team meetings focusing on CFA outcomes.

-Professional development on tier 2 techniques for the classroom.

-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.

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

-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.

-Staff will use collaborative time to share data and skills to improve academic outcomes.

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.

-Survey students to discover areas of
need 3x per year.

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.

-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.

-Monitor implementation of the SIGs throughout schools.

-Create and implement a wildly important goal.

The how

WHAT'S NEXT

We monitor, we adjust, we succeed.

LET'S CREATE SOMETHING AMAZING TOGETHER

Looking forward to a positive 25-26 school year!