

# Lyon County School District



## 2026-2027 District Improvement Plan

# Mission Statement

Lyon County School District fosters learning for life, empowers connected learners, promotes student ownership, and encourages discovery learning for success in a rapidly evolving world.

# Vision

Lyon County School District will graduate every student college, career and life successful.

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# Comprehensive Needs Assessment

# Student Success

## Areas of Strength

The district's mission is to graduate all students to be career and life successful. The vision is to foster learning for life, empower connected learners, promote ownership of learning, and encourage discovery learning. As a result, LCSD met one of our 25-26SY WBL goals by increasing student involvement in WBL opportunities from 1966 (24-25SY total, May 2025) to 4122 (25-26SY, November 2025). This reflects our commitment to extending not only college, but career ready students in our district.

LCSD fosters an assessment philosophy of Assessment FOR Learning, which aims to fundamentally change how we view evaluation, proficiency, and continuous improvement. Our approach aligns with the guiding domain of "Ownership of Learning" and is intended to function as a confidence builder and motivator for students and staff. We have expanded professional development opportunities for staff in Math and Reading proficiency, High Impact Teaching Strategies that benefit all students, and common assessments.

LCSD district graduation rate from 24-25 SY is 86.7%, which out performed the state average of 81.6%. This is an excellent representation of our continued focus of improving graduation rates in LCSD.

## Areas for Growth

Recent analysis of the Measures of Academic Progress (MAP) data for grades 9-10 indicates a critical need to improve the **Median Growth Percentile (MGP)** in both Reading and Mathematics. While proficiency metrics show isolated pockets of stability, the growth trajectory for secondary students is currently insufficient to close long-term achievement gaps or ensure college and career readiness by graduation.

**Mathematics:** 9th and 10th-grade students are demonstrating a stagnant or declining MGP, specifically in algebraic thinking and real-world problem-solving.

**Reading:** Growth data suggests that while students may possess basic decoding skills, there is a significant drop-off in the MGP related to "Informational Text" and "Vocabulary Acquisition" as text complexity increases in the high school years.

Current classroom observations and curriculum audits reveal an inconsistency in the rigor and delivery of Tier 1 instruction.

**The Need:** There is a mandate to increase the "floor" of Tier 1 instruction to ensure that at least 80% of students can access grade-level standards without immediate intervention. This requires a shift toward evidence-based practices and a more robust adoption of the "Science of Learning."

While the district utilizes several tools, there is a disconnect between diagnostic data and the deployment of advanced tiered interventions.

**Math:** There is an immediate need to utilize **ALEKS** (Assessment and LEarning in Knowledge Spaces) more strategically to identify specific prerequisite gaps and provide an adaptive, personalized path toward mastery.

**Reading:** For students significantly below grade level, the district must leverage its existing investment in **Corrective Reading** and **Reading Mastery** (McGraw Hill). The need is to move beyond "program use" and toward "program fidelity" to bridge the gap between foundational literacy and secondary academic content.

A critical gap exists in the connection between theoretical research (Science of Learning) and daily mathematical instruction. The district requires a **third-party collaborator** to facilitate this bridge, ensuring that math teachers are not just "teaching the book" but are driving instruction based on cognitive science and diagnostic assessments.

**District Improvement Plan** Campus #

# Equity Resource Supports

Student Group	Challenge	Solution
<b>English Learners</b>	Equitable access and participation in programs for all students.	Strengthen support for students through expansion of differentiated academic interventions, career pathways and/or WBL opportunities.
<b>Foster/Homeless</b>	Equitable access and participation in programs for all students.	Strengthen support for students through expansion of differentiated academic interventions, career pathways and/or WBL opportunities.
<b>Free and Reduced Lunch</b>	Equitable access and participation in programs for all students.	Strengthen support for students through expansion of differentiated academic interventions, career pathways and/or WBL opportunities.
<b>Migrant/Title1-C Eligible</b>	Equitable access and participation in programs for all students.	Strengthen support for students through expansion of differentiated academic interventions, career pathways and/or WBL opportunities.
<b>Racial/Ethnic Minorities</b>	Equitable access and participation in programs for all students.	Strengthen support for students through expansion of differentiated academic interventions, career pathways and/or WBL opportunities.
<b>Students with IEPs</b>	Equitable access and participation in programs for all students.	Strengthen support for students through expansion of differentiated academic interventions, career pathways and/or WBL opportunities.

# Problem Statements Identifying Student Success Needs

Problem Statement	Critical Root Cause
<p><b>1</b> ★</p> <p>The Lyon County School District is experiencing a plateau in student growth for grades 9-10, as evidenced by stagnant Median Growth Percentiles (MGP) on MAP assessments in both Reading and Mathematics.</p>	<p>Incomplete literacy expertise, insufficient Tier 1 intensity, and Math-learning mis-alignment.</p>
<p><b>2</b> ★</p> <p>Currently, student academic progress in the Lyon County School District is insufficient to meet long-term proficiency goals. In the 2024-2025 school year, only 48% of K-8 students met their i-Ready typical growth targets. Mid-year data for the 2025-2026 school year indicates a further decline, with only 30% of students reaching typical growth from Beginning of Year (BOY) to Middle of Year (MOY).</p>	<p>Incomplete Literacy Expertise, Insufficient Tier 1 Intensity, and Math-Learning Misalignment</p>
<p><b>3</b> ★</p> <p>In Lyon County School District, current chronic absenteeism rates negatively impact student proficiency and graduation outcomes. This is driven by inconsistent family engagement, a reactive rather than proactive monitoring system, and the need for more culturally responsive and engaging Tier 1 instruction.</p>	<p>Inconsistent messaging, lack of clarity in the parental excuse process, and a historic lack of positive outreach before crisis occurs.</p>

★ = Priority

# Connectedness

## Areas of Strength

While our chronic absenteeism remains a focus area for LCSD, the data indicates a reduction from 30.7% in February 2025 to a 25.5% in February 2026. This clearly indicates a trend of improvement for our schools, and our commitment to student success. We are committed to keeping a focus on chronic absenteeism as a focal point of our Connectedness focus for LCSD.

## Areas for Growth

As of the 2024-2025 school year, Lyon County's chronic absenteeism rate remains a significant hurdle (historically hovering near **38%** in various reports). Internal and statewide data suggest that absenteeism is often driven by a "disconnect" in three areas: family-school communication barriers, inconsistent positive intervention systems, and a lack of highly engaging Tier 1 instruction that makes students *want* to be in the building.

## Equity Resource Supports

Student Group	Challenge	Solution
<b>English Learners</b>	Chronic absenteeism exists in vulnerable populations hindering school attendance and academic growth.	Family engagement strategies must be strengthened to connect strategically to our vulnerable populations through heightened usage of SEL and trauma-informed practices, including extension support from mental health resources.
<b>Foster/Homeless</b>	Chronic absenteeism exists in vulnerable populations hindering school attendance and academic growth.	Family engagement strategies must be strengthened to connect strategically to our vulnerable populations through heightened usage of SEL and trauma-informed practices, including extension support from mental health resources.
<b>Free and Reduced Lunch</b>	Chronic absenteeism exists in vulnerable populations hindering school attendance and academic growth.	Family engagement strategies must be strengthened to connect strategically to our vulnerable populations through heightened usage of SEL and trauma-informed practices, including extension support from mental health resources.
<b>Migrant/Title1-C Eligible</b>	Chronic absenteeism exists in vulnerable populations hindering school attendance and academic growth.	Family engagement strategies must be strengthened to connect strategically to our vulnerable populations through heightened usage of SEL and trauma-informed practices, including extension

		support from mental health resources.
<b>Racial/Ethnic Minorities</b>	Chronic absenteeism exists in vulnerable populations hindering school attendance and academic growth.	Family engagement strategies must be strengthened to connect strategically to our vulnerable populations through heightened usage of SEL and trauma-informed practices, including extension support from mental health resources.
<b>Students with IEPs</b>	Chronic absenteeism exists in vulnerable populations hindering school attendance and academic growth.	Family engagement strategies must be strengthened to connect strategically to our vulnerable populations through heightened usage of SEL and trauma-informed practices, including extension support from mental health resources.

# Problem Statements Identifying Connectedness Needs

## Problem Statement

## Critical Root Cause

1



In Lyon County School District, current chronic absenteeism rates negatively impact student proficiency and graduation outcomes. This is driven by inconsistent family engagement, a reactive rather than proactive monitoring system, and the need for more culturally responsive and engaging Tier 1 instruction.

Inconsistent messaging, lack of clarity in the parental excuse process, and a historic lack of positive outreach before crisis occurs.

 = Priority

# Instructional Practices and Supports

## Areas of Strength

LCSD is committed to our continued focus on K-8 I Ready Growth, our Science of Learning, and instructional excellence. Our instructional focus on Reading and Math ensures we are embedding High Impact Teaching Strategies, and collaborating across the district on foundational pedagogy to ensure Tier 1 growth across Reading and Math subject areas.

Data snapshot for our iReady Diagnostics in K-8 reveals:

**2024-2025 (Baseline):** 48% of students met their Typical Growth targets from BOY to EOY in math by the end of the year. 31% of students met their Typical Growth targets from MOY to EOY in reading by the end of the year.

**2025-2026 (Current Status):** As of the Middle of Year (MOY) diagnostic, 40% of students met their typical growth in reading, and 30% of students have reached Typical Growth targets in math.

## Areas for Growth

**Instructional Capacity:** While progress is being made, the current 30% MOY trajectory suggests that many students are not yet on pace to exceed the previous year's 48% baseline without significant intervention.

**Professional Expertise:** There is a critical need for deepened teacher knowledge in the Science of Reading (LETRS/Aspire) and secondary literacy practices to ensure literacy growth is sustained across all K-8 grade levels.

**Mathematics Pedagogy:** Math growth metrics indicate a need for a shift from procedural instruction to a "Science of Learning" approach that leverages diagnostic data for advanced tiered interventions.

## Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Need for differentiated support strategies in Tier 1 instruction in ELA and Math. The need for tighter alignment of core curriculum standards, especially in Math and Science, as well as ACT prep capacities.	Provide materials in various languages and/or scaffolded supports. Offer language-focused tutoring and extended learning time. Professional development in inclusive instructional settings that offer Tier 1, with supplemental supports in Tier 2 & 3 interventions with scaffolds.
Foster/Homeless	Need for differentiated support strategies in Tier 1 instruction in ELA and Math. The need for tighter alignment of core curriculum standards, especially in Math and Science, as well as ACT prep capacities.	Ensure consistent access to academic support and mentorship opportunities. Provide transportation and technology for online prep & tutoring resources. Provide professional development inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 & 3 interventions and scaffolds.
		Waive testing fees for repeat testers and provide school-sponsored test

<p><b>Free and Reduced Lunch</b></p>	<p>Need for differentiated support strategies in Tier 1 instruction in ELA and Math. The need for tighter alignment of core curriculum standards, especially in Math and Science, as well as ACT prep capacities.</p>	<p>days. Offer evening/weekend prep courses with meals provided. Professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 &amp; 3 interventions and scaffolds. Mobile tutoring opportunities and digital access to test prep content. Coordinate with families for attendance and participation.</p>
<p><b>Migrant/Title1-C Eligible</b></p>	<p>Need for differentiated support strategies in Tier 1 instruction in ELA and Math. The need for tighter alignment of core curriculum standards, especially in Math and Science, as well as ACT prep capacities.</p>	<p>Provide materials in various languages and/or scaffolded supports. Offer language-focused tutoring and extended learning time. Professional development in inclusive instructional settings that offer Tier 1, with supplemental supports in Tier 2 &amp; 3 interventions with scaffolds.</p>
<p><b>Racial/Ethnic Minorities</b></p>	<p>Need for differentiated support strategies in Tier 1 instruction in ELA and Math. The need for tighter alignment of core curriculum standards, especially in Math and Science, as well as ACT prep capacities.</p>	<p>Partner with culturally relevant mentors and tutors. Use data to identify and close opportunity gaps. Professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 &amp; 3 interventions and scaffolds. Mobile tutoring opportunities and digital access to test prep content. Coordinate with families for attendance and participation.</p>
<p><b>Students with IEPs</b></p>	<p>Need for differentiated support strategies in Tier 1 instruction in ELA and Math. The need for tighter alignment of core curriculum standards, especially in Math and Science, as well as ACT prep capacities.</p>	<p>Differentiated support aligned with IEP goals. Professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 &amp; 3 interventions and scaffolds. Mobile tutoring opportunities and digital access to test prep content. Coordinate with families for attendance and participation.</p>

# Problem Statements Identifying Instructional Practices and Supports Needs

## Problem Statement

## Critical Root Cause

1  
★

The Lyon County School District is experiencing a plateau in student growth for grades 9-10, as evidenced by stagnant Median Growth Percentiles (MGP) on MAP assessments in both Reading and Mathematics.

Incomplete literacy expertise, insufficient Tier 1 intensity, and Math-learning mis-alignment.

2  
★

In Lyon County School District, current chronic absenteeism rates negatively impact student proficiency and graduation outcomes. This is driven by inconsistent family engagement, a reactive rather than proactive monitoring system, and the need for more culturally responsive and engaging Tier 1 instruction.


Inconsistent messaging, lack of clarity in the parental excuse process, and a historic lack of positive outreach before crisis occurs.

3  
★

Currently, student academic progress in the Lyon County School District is insufficient to meet long-term proficiency goals. In the 2024-2025 school year, only 48% of K-8 students met their i-Ready typical growth targets. Mid-year data for the 2025-2026 school year indicates a further decline, with only 30% of students reaching typical growth from Beginning of Year (BOY) to Middle of Year (MOY).

Incomplete Literacy Expertise, Insufficient Tier 1 Intensity, and Math-Learning Misalignment

★ = Priority



# Priority Problem Statements

## Problem Statement

## Critical Root Cause

1  
★

The Lyon County School District is experiencing a plateau in student growth for grades 9-10, as evidenced by stagnant Median Growth Percentiles (MGP) on MAP assessments in both Reading and Mathematics.

Incomplete literacy expertise, insufficient Tier 1 intensity, and Math-learning mis-alignment.

2  
★

In Lyon County School District, current chronic absenteeism rates negatively impact student proficiency and graduation outcomes. This is driven by inconsistent family engagement, a reactive rather than proactive monitoring system, and the need for more culturally responsive and engaging Tier 1 instruction.

Inconsistent messaging, lack of clarity in the parental excuse process, and a historic lack of positive outreach before crisis occurs.

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Currently, student academic progress in the Lyon County School District is insufficient to meet long-term proficiency goals. In the 2024-2025 school year, only 48% of K-8 students met their i-Ready typical growth targets. Mid-year data for the 2025-2026 school year indicates a further decline, with only 30% of students reaching typical growth from Beginning of Year (BOY) to Middle of Year (MOY).

Incomplete Literacy Expertise, Insufficient Tier 1 Intensity, and Math-Learning Misalignment

★ = Priority



# Data Documentation for CNA

# Data Documentation for CNA

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

## Student Success

- Credit Sufficiency/Deficiency/Retrieval data
- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Curriculum Based Measures
- Early childhood literacy and math data
- Early reading assessment results
- End-of-Unit Assessments
- Grades
- Graduation rates/GED/HiSET data
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- SAT, ACT, PSAT or ASPIRE
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener

## Adult Learning Culture

- Coaching Logs
- Communications data
- Evaluation(s) of professional development implementation and impact
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Student Climate Survey
- Study of best practices
- Teacher retention
- Walk-through data

## Connectedness

- Annual dropout rate data
- Attendance
- Behavior
- Community surveys and/or other feedback
- Completion rates and/or graduation rates data
- Demographic data
- Dual credit College Prep
- Enrollment
- Enrollment trends
- Gifted and talented data
- PBIS/MTSS data
- Perception/survey data
- School safety data

- Social Emotional Learning Data
- Tobacco, alcohol, and other drug-use data



# Inquiry Areas

# Inquiry Area 1 Student Success

## SMART Goal 1

Lyon County School District 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.

**State Priorities:** Implementing reading & math resources

### Improvement Strategy 1

Data driven instruction, regularly analyzing data to identify student strength and weaknesses to assist teachers to tailor instruction to meet the best needs of students.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	ELA & Math data analysis for grades 9 &10	Cabinet	Fall, Winter, Spring	
2	Monthly data chats	Site administrator & cabinet	Monthly	
3	Monthly led data digs with administrators	Site administrator & cabinet	Fall, Winter, Spring	

**Resources Needed:** MAP

ALEKS

Study Sync

Pearson AGA

Time for data digs

District MTSS Meetings

**Evidence Level**

**Problem Statements:** Student Success 1, 2 - Instructional Practices and Supports 1, 3

**Status Checks**

**November**

**January**

**May**

## SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	The Lyon County School District is experiencing a plateau in student growth for grades 9-10, as evidenced by stagnant Median Growth Percentiles (MGP) on MAP assessments in both Reading and Mathematics.	Incomplete literacy expertise, insufficient Tier 1 intensity, and Math-learning misalignment.
2	Currently, student academic progress in the Lyon County School District is insufficient to meet long-term proficiency goals. In the 2024-2025 school year, only 48% of K-8 students met their i-Ready typical growth targets. Mid-year data for the 2025-2026 school year indicates a further decline, with only 30% of students reaching typical growth from Beginning of Year (BOY) to Middle of Year (MOY).	Incomplete Literacy Expertise, Insufficient Tier 1 Intensity, and Math-Learning Misalignment

## SMART Goal 1 Problem Statements Identifying Instructional Practices and Supports

	Problem Statement	Root Cause
1	The Lyon County School District is experiencing a plateau in student growth for grades 9-10, as evidenced by stagnant Median Growth Percentiles (MGP) on MAP assessments in both Reading and Mathematics.	Incomplete literacy expertise, insufficient Tier 1 intensity, and Math-learning misalignment.
3	Currently, student academic progress in the Lyon County School District is insufficient to meet long-term proficiency goals. In the 2024-2025 school year, only 48% of K-8 students met their i-Ready typical growth targets. Mid-year data for the 2025-2026 school year indicates a further decline, with only 30% of students reaching typical growth from Beginning of Year (BOY) to Middle of Year (MOY).	Incomplete Literacy Expertise, Insufficient Tier 1 Intensity, and Math-Learning Misalignment

### 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.

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

### Improvement Strategy 1

Utilizing data, schools will engage families and provide early intervention to improve attendance. Engaging curriculum and instruction to improve attendance.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Family Engagement Participation Data	Site Administrators Cabinet	Monthly	
2	Curriculum Implementation Walk-through Data	Site Administrators Cabinet MTSS Team	Monthly	
3	Develop Attendance /Intervention Template	Cabinet Principal Leaders	Fall 2025	
4	K-12 Attendance Data	Site Administrators Sam Felix Deputy Superintendent	Monthly	

**Resources Needed:** Infinite Campus Student Information System  
 College and Career Readiness Interventionists  
 School Resource Officers  
 MTSS Teams  
 Expanded in person and telehealth Mental Health Resources in Schools

**Evidence Level**

**Level 1: Strong:**  
Early Intervention

**Problem Statements:** Student Success 3 - Connectedness 1 - Instructional Practices and Supports  
2

**Status Checks**

**November**

**January**

**May**

## SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement	Root Cause
<p><b>3</b> In Lyon County School District, current chronic absenteeism rates negatively impact student proficiency and graduation outcomes. This is driven by inconsistent family engagement, a reactive rather than proactive monitoring system, and the need for more culturally responsive and engaging Tier 1 instruction.</p>	<p>Inconsistent messaging, lack of clarity in the parental excuse process, and a historic lack of positive outreach before crisis occurs.</p>

## SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement	Root Cause
<p><b>1</b> In Lyon County School District, current chronic absenteeism rates negatively impact student proficiency and graduation outcomes. This is driven by inconsistent family engagement, a reactive rather than proactive monitoring system, and the need for more culturally responsive and engaging Tier 1 instruction.</p>	<p>Inconsistent messaging, lack of clarity in the parental excuse process, and a historic lack of positive outreach before crisis occurs.</p>

## SMART Goal 1 Problem Statements Identifying Instructional Practices and Supports

Problem Statement	Root Cause
<p><b>2</b> In Lyon County School District, current chronic absenteeism rates negatively impact student proficiency and graduation outcomes. This is driven by inconsistent family engagement, a reactive rather than proactive monitoring system, and the need for more culturally responsive and engaging Tier 1 instruction.</p>	<p>Inconsistent messaging, lack of clarity in the parental excuse process, and a historic lack of positive outreach before crisis occurs.</p>

### SMART Goal 1

For grades K-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.

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

### Improvement Strategy 1

Data driven instruction, regularly analyzing data to identify student strengths and weaknesses to help teachers tailor instruction to address a student's individual needs.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	District-wide Data Digs	Site Administrators Cabinet	Fall, Winter and Spring	
2	Monthly Data Chats	Site Administrators Cabinet	Monthly	
3	ELA and Math iReady Data Analysis	Cabinet	Fall, Winter, and Spring	

**Resources Needed:** i-Ready Reading and Math Assessment Suite

i-Ready Math Curriculum

HMH ELA Curriculum

Study Sync ELA Curriculum

Ongoing Professional Learning

Time for Data Digs

District MTSS meetings

Corrective Reading &/or Reading Mastery

Collaboration with WestED to develop a "Science of Math" MTSS System

**Evidence Level**

**Level 2: Moderate:**  
Data Driven Instruction

**Problem Statements:** Student Success 1 - Instructional Practices and Supports 1

**Status Checks**

**November**

**January**

**May**

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

Problem Statement

Root Cause

**1**

The Lyon County School District is experiencing a plateau in student growth for grades 9-10, as evidenced by stagnant Median Growth Percentiles (MGP) on MAP assessments in both Reading and Mathematics.

Incomplete literacy expertise, insufficient Tier 1 intensity, and Math-learning mis-alignment.

**SMART Goal 1 Problem Statements Identifying Instructional Practices and Supports**

Problem Statement

Root Cause

**1**

The Lyon County School District is experiencing a plateau in student growth for grades 9-10, as evidenced by stagnant Median Growth Percentiles (MGP) on MAP assessments in both Reading and Mathematics.

Incomplete literacy expertise, insufficient Tier 1 intensity, and Math-learning mis-alignment.