

Lyon County School District
Silver Stage High School
2025-2026 School Improvement Plan

Classification: 3 Star School

Title I



Mission Statement

"Providing a learning environment to gain the knowledge and skills for a successful future!"

Vision

S-Stand Strong

O-Own your Story

A-Aspire to Grow

R-Reach Beyond

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/>

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Silver Stage High School promotes equitable opportunities for learners by providing a variety of curricula to enhance the learning process and promote the skills necessary to be successful beyond high school. The institution takes much pride in utilizing success criteria. Of the staff, 100% are trained and monitored when using them in the classroom. The success criteria allow students to realize their learning potential by using metacognitive skills to determine their areas of strength and weakness with each standard being taught. Teachers and students use this to determine the next steps they need to take along their learning path. During student interviews, a question was asked of the students: "How do you know the curriculum is challenging enough to ensure that you will be ready for the next level?" A student responded as he pulled out a flow chart, "I use my success criteria flow chart to determine if I have mastered what I needed to learn." The school offers many classes and/or programs catering to student interests. These classes and programs are the regular core curriculum, Honors Courses, dual credit courses (DC), career and technical education (CTE), the JumpStart Program, and the LyOnline program. The CTE department offers certification programs in health, carpentry, early childhood education, and welding. Dual credit classes and the Jumpstart program facilitate college preparation by earning college credits before high school graduation. Students who complete the Jumpstart program graduate from high school with an associate's degree. During the school year 2023-2024, students completed 337 dual enrollment courses, earning 1031 college credits, and 12 students earned CTE diplomas. Ninety-five percent of students have taken at least one dual enrollment course to earn college credit. The graduation rate is typically at or above 90% until 2024, when the graduation rate dipped to 84%. The institution offers many clubs and sports to explore students' non-academic interests. Sports include baseball, basketball, cross country, football, track and field, volleyball, and wrestling. Clubs are offered in various areas, such Gamers Club, Leadership, Academic Olympics, and Yearbook.

Student Success Areas for Growth

A review of the evidence on student engagement and discussions with administration and teachers shows that students need to be more engaged in their learning. The teachers stated that the lessons must include a real-world application to be relevant to the learner. SSHS Administration researched professional development that provides teachers with the tools to construct lessons that will allow students to have a choice on how to demonstrate mastery in a real-world situation. Silver Stage High School needs to develop and implement professional development on creating a system to effectively empower students to take ownership of their own learning and offer student choice to promote student engagement by connecting curriculum to real-world applications.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	The use of academic language is a concern. Students are also pulled out of class by the EL teacher and general ed. teachers are unable to reinforce the skills being taught to them.	Increase communication between EL Teacher and General Education Teachers. EL Teacher needs to become more of the school community. EL Teacher will do a training to the SSHS staff on effective strategies to use with EL Learners.

Student Group	Challenge	Solution
Foster/Homeless	Many of our students start "couch surfing" on their friends couches around the age of 15. Parents in our community, allow their children to live with others due to not having enough resources to take care of their older children. Parents also struggle setting consistent and clear boundaries with their older children resulting in students becoming CIT students. Currently SSHS has 16 students who qualify for CIT and 10 of the 16 are students living without their parents with different families. Students do not have the support at home to help them when they are experiencing struggle in their studies. Transiency rates are high due to families moving to different schools or counties. The majority of students do return to our school.	Documenting the number of students that are not living at home and including it into the MTSS process is a way to help with this problem. Students who are identified will then go through the SST process. The SRO will also be involved in the SSTs with parents. Educating parents about the consequences of students with chronic attendance and keep them educated about our current rates.
Free and Reduced Lunch	100% of the students at SSHS do receive free lunches. This presents a challenge of the lack of parent engagement due to parents' work schedules and inability to spend money supporting extra opportunities for their student. Students are also going to online learning to have a job during the day so they can help support their families.	We have seen an increase of parent engagement this year. Increased communication home about extra curricular activities and events that are going on at school. Finding ways to feed our community is another strategy to help. Add to the announcement form to add a social media post. Also putting more information onto the website would be helpful. Involving students with communication such as having the announcements recorded and posted onto FB, Instagram, and our Website. The mission statement also needs to be put into our announcements. Student led communication club will need to be created to increase efforts in this area.
Migrant/Title1-C Eligible	NA	
Racial/Ethnic Minorities	This is a small population making it difficult to feel a sense of belonging with peers of their same racial/ethnic backgrounds.	Continue the conversations taking place during the Huddle concerning students teachers are worried about. Continue using Character Strong to teach compassion. Counting Advisory for the school events and ensuring teachers have buy-in for advisory as well. Having teachers who are doing well with Advisory support other teachers who are struggling.

Student Group	Challenge	Solution
Students with IEPs	<p>25% of our population qualifies for an IEP. This presents the challenge of the lack of parent engagement. Parents state they are not sure how to help their student. Keeping rigor high and not lowering expectations is another challenge for teachers at Silver Stage High School. Students are still building the stamina needed to productively struggle with areas they do not succeed in right away. Students on IEPs can also present challenging behaviors that take away from the focus of student achievement.</p>	<p>Working to foster intrinsic motivation while using extrinsic motivators to help them transition to students wanting to learn for themselves. Workkeys, school links, and doing the book study of Answering the Why will help students see how current learning will be relevant to their future. Also have more check-ins from the counselor to educate them of how current opportunities will affect their future! Having students who have graduated to come back and be guest speakers about how high school helped them get to where they are today. Create an SSHS Alumni wall and include shout-outs about where they are today. Have guest speakers speak after school so parents and community members can attend.</p>

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students lack the understanding of how their current learning will relate to their future.

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

Adult Learning Culture

Adult Learning Culture Areas of Strength

Leaders promote action research by professional staff members to improve their practice and advance learning. Implementing success criteria has created a culture of inquiry, reflection, and dialogue about instruction. During teacher interviews, it was stated that teachers are constantly collaborating; teachers are often in another teacher's classroom observing during their prep, wanting to learn and enhance their teaching strategies. On Friday, set meeting times, professional development, and collaboration are held to work toward goals, all based on data, attendance, academics, and behavior. Teachers feel safe to take risks and try new ideas through action research projects while working on them with their peers. Administrators and teacher leaders coach and mentor teachers to help build capacity in the classroom. The adult learning environment at this institution has become one of its strengths. The institution has created a Nevada Educators Performance Framework (NEPF) Scoreboard to assist teachers in tracking their current teaching practices. This process is conducted several times a year, and then the documentation is reviewed to improve teaching practices. The institution uses state and national assessments like Measure of Academic Progress (MAP) data, Smarter Balanced Assessment (SBAC), WIDA, and the American College Testing Exam (ACT). These data are Accreditation Engagement Review 28 analyzed and used to drive instruction. Measures of Academic Progress (MAP) test results are the primary source for teachers to use to analyze student performance and growth. The ACT exam has not been considered an important test by students, and the teachers do not utilize the results as much as they could to guide instruction. An after-school tutoring program is available for all students who need extra help. Students can also take advantage of an online resource that allows every student to connect with a live tutor 24/7 program named paper.com. Advisory is another time students can visit teachers to get extra instruction or do makeup work. Students benefit from weekly lessons from the Character Strong program. The program is designed to educate students on how to cope with anxiety, effectively deal with bullying, teach social and emotional learning (SEL) skills, and develop positive traits like kindness, responsibility, respect, and perseverance.

Adult Learning Culture Areas for Growth

After much discussion with the School Improvement Team, evidence revealed a downward trend in standardized tests. SSHS administration believes that the lack of consistently exposing teachers to current standardized test results to identify learning gaps and student apathy contributes to low test scores. Implementing a system that integrates current test data into cross-curricular department meetings to be analyzed for trends and standards that need reteaching. An emphasis on creating learning moments that promote real-life connections is a focus.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	<p>Some challenges we see in this area are gaps in academic language development. This causes misunderstandings when new learning is being presented. We also have seen a plateau in their language progression. This causes communication misunderstandings, low engagement, and motivation issues. Our EL teacher splits her time between three schools and pulls students out of advisory to help meet their needs. General Education teachers are not in the room when strategies are being taught by the EL teacher, causing a gap in teacher understanding of what is effective for EL students.</p>	<p>Finding a way to integrate the EL teacher into general education classes would benefit general education teachers by helping them build their capacity in the area of using effective EL strategies in their classroom, learning from the EL teacher.</p>
Foster/Homeless	<p>Many of our students start "couch surfing" on their friends couches around the age of 15. Parents in our community, allow their children to live with others due to not having enough resources to take care of their older children. Parents also struggle setting consistent and clear boundaries with their older children resulting in students becoming CIT students. Currently SSHS has 16 students who qualify for CIT and 10 of the 16 are students are living without their parents with different families. Students do not have the support at home to help them when they are experiencing struggle in their studies. Teachers also have a difficult time contacting parents when students are struggling. Parent engagement is a huge concern with this group of people.</p>	<p>Chronic attendance is a huge concern for SSHS. Our MTSS team needs to make attendance their number one focus and conduct an SST on every student who is displaying chronic attendance concerns. Through the SST, strategies will be discussed with the other teachers in the room, helping all teachers get on the same page and implement similar strategies for the student displaying attendance struggles.</p>

Student Group	Challenge	Solution
Free and Reduced Lunch	100% of the students at SSHS do receive free lunches. This presents a challenge of the lack of parent engagement due to parents' work schedules and inability to spend money supporting extra opportunities for their student.	Finding ways to have parents attend night activities by having students present information to them. Parents will come and support their child during night events, but not always come to listen to teachers preach about the importance of attendance and opportunities that can be taken advantage of outside of SSHS.
Migrant/Title1-C Eligible	NA	NA
Racial/Ethnic Minorities	This is small population making it difficult to feel a sense of belonging with peers of their same racial/ethnic backgrounds. There is also a lack of cultural connection between student minorities and staff.	Presenting a more diverse curriculum for students to make connections.
Students with IEPs	<div> 25% of our population qualifies for an IEP. This presents the challenge of the lack of parent engagement. Parents are unsure as to how to help their student and do not serve as a role model of perseverance. Keeping rigor high and not lowering expectations is another challenge for teachers at Silver Stage High School. Students do not have the stamina to productively struggle with areas they do not succeed in right away. Case loads are high limiting teachers ability to meet all their students needs. Students on IEPs can also present challenging behaviors that take away from the focus of student achievement. </div>	The continued use of success criteria will help with this matter. Also finding ways to get parents to come to school to celebrate their child's accomplishments will also be beneficial. Using the IEP system to engage parents at a deeper level will also help SSHS keep standards high, build student and parent stamina, and educate parents about extra opportunities outside of SSHS.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): 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.

Critical Root Cause: 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.

Connectedness

Connectedness Areas of Strength

Silver Stage High School embraces the mission, purpose, and beliefs to guide the students' well-being as its utmost priority. The mission statement has been reviewed, modified, and adapted to meet the needs of the students multiple times throughout the school's 24-year history. In 2022, the mission statement underwent a comprehensive evaluation, engaging all key stakeholders. Through in-depth discussions among students, parents, and staff, a consensus emerged to retain the existing mission statement established in 2012. The mission reads, "Providing a safe learning environment to gain college, career, and life skills for a successful future!" The mission statement has been reviewed annually since the 2012-2013 school year. The yearly reviews reaffirm that the mission statement is aligned with the school's vision and community values. The Nevada Climate Survey for students and staff shows that cultivating and sustaining a culture of inclusion, fairness, respect, and professional behavior is a priority at the school. Positive Behavior Intervention Strategies (PBIS) is in place to enable teachers to recognize students who demonstrate positive behaviors and reward them for their responsibility, organization, and great attitudes. The program inspires student and team improvement, competition, camaraderie, and positive school culture. A full-time social worker and a safe school professional have been added to the institution's staff. These employees have helped build trust and positive relationships between students and adults.

Connectedness Areas for Growth

During interviews with administration and teacher reviews of stakeholder surveys, there is a need to strengthen parental and community engagement. The administration said they would like to increase involvement with community partners and parents by building relationships with trade unions, inviting businesses to help with school needs, and adding a family night to increase stakeholder involvement. The administration is encouraged to ensure parents and community partners are informed of all the opportunities and activities offered at the institution to allow maximum stakeholder involvement. There is also a need to decrease the Chronic Attendance rate. Students are missing more than 10% of the school year and this causes gaps in learning and a disconnect between student and school.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	SSHS has very few EL students. This causes a challenge for students to connect with peers that they can effectively communicate with.	Bridge the gap between EL homes and SSHS. Uniting students and families will strengthen communication and increase a sense of belonging.

Student Group	Challenge	Solution
Foster/Homeless	Many of our students start "couch surfing" on their friends couches around the age of 15. Parents in our community, allow their children to live with others due to not having enough resources to take care of their older children. Parents also struggle setting consistent and clear boundaries with their older children resulting in students becoming CIT students. Currently SSHS has 16 students who qualify for CIT and 10 of the 16 are students are living without their parents with different families. Students do not have the support at home to help them when they are experiencing struggle in their studies. Teachers also have a difficult time contacting parents when students are struggling. Parent engagement is a huge concern with this group of people.	Bridge the gap between homeless families and SSHS. Uniting families with support systems will build capacity in the area of resiliency and increase family connectedness.
Free and Reduced Lunch	100% of the students at SSHS do receive free lunches. This presents a challenge of the lack of parent engagement due to parents' work schedules and inability to spend money supporting extra opportunities for their student.	Bridge the gap between families and SSHS. Uniting families with support systems will build capacity in the area of resiliency and increase family connectedness. Also finding ways to have parents come to school to celebrate their child will increase the sense of belonging for families.
Migrant/Title1-C Eligible	NA	NA
Racial/Ethnic Minorities	This is small population making it difficult to feel a sense of belonging with peers of their same racial/ethnic backgrounds. There is also a lack of cultural connection between student minorities and staff.	Implementing the Workkeys curriculum will connect current learning to future work goals, increasing a sense of belonging for minorities at SSHS.

Student Group	Challenge	Solution
Students with IEPs	<p>25% of our population qualifies for an IEP. This presents the challenge of the lack of parent engagement. Parents are unsure as to how to help their student and do not serve as a role model of perseverance. Keeping rigor high and not lowering expectations is another challenge for teachers at Silver Stage High School. Students do not have the stamina to productively struggle with areas they do not succeed in right away. Case loads are high limiting teachers ability to meet all their students needs. Students on IEPs can also present challenging behaviors that take away from the focus of student achievement.</p>	<p>Meeting students where they are at will increase the feeling of success from our students. When students feel successful, they also feel connected to the institution instilling the success.</p>

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students at SSHS have a chronic attendance rate over 40%. Students who miss more than 10% of the school year are deemed chronically absent.
Critical Root Cause: 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.

Priority Problem Statements

Problem Statement 1: Students lack the understanding of how their current learning will relate to their future.

Critical Root Cause 1: Students don't have life experiences allowing them to see the relevancy with student learning.

Problem Statement 1 Areas: Student Success

Problem Statement 2: 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.

Critical Root Cause 2: 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.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Students at SSHS have a chronic attendance rate over 40%. Students who miss more than 10% of the school year are deemed chronically absent.

Critical Root Cause 3: 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.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- College and career readiness data
- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- CTE
- Graduation rates/GED/HiSET data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- SAT, ACT, PSAT or ASPIRE
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments

Adult Learning Culture

- Administrator evaluation
- Coaching Logs
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Teacher retention
- Other
 - MTSS Notes during meetings.

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
- Home Visits
- 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: Silver Stage High School will increase the graduation rate from 89.55% to 92.55% by the end of the 2025/2026 school year.

Formative Measures: Implementation of ACT's WorkKeys Curriculum and the National Career Readiness Certificate (NCRC) Assessments. Measures of Academic Progress for grades 9th & 10th-fall, winter, spring, End of Unit Assessments, number of work-based learning opportunities, Pre-ACT exam,

Aligns with District Goal

Improvement Strategy 1 Details				Reviews																						
Improvement Strategy 1: Academic supports and interventions needed to ensure the success of all students. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>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.</td><td>CCRI, MTSS Team, Administration, Counselor</td><td>Monthly</td></tr><tr><td>2</td><td>Credit sufficiency rates</td><td>Administration, Counselor, CCRI</td><td>End of each semester</td></tr><tr><td>3</td><td>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.</td><td>Administration, Counselor, CCRI, Advisory Teachers</td><td>Beginning, Middle and End of year</td></tr><tr><td>4</td><td>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</td><td>Administration, Counselor, CCRI, and 11th Grade Advisory Teachers</td><td>Weekly</td></tr></table> <p>Position Responsible: CCRI and MTSS Facillitator</p> <p>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</p> <p>Evidence Level Level 1: Strong: Academic Supports and Interventions</p> <p>Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1 - Connectedness 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	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.	CCRI, MTSS Team, Administration, Counselor	Monthly	2	Credit sufficiency rates	Administration, Counselor, CCRI	End of each semester	3	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	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	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline																			
				1	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.	CCRI, MTSS Team, Administration, Counselor	Monthly																			
				2	Credit sufficiency rates	Administration, Counselor, CCRI	End of each semester																			
3	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																							
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																							
Nov	Jan	May																								
No review	No review																									

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: Implementation of ACT's WorkKeys Curriculum and the National Career Readiness Certificate (NCRC) Assessments at SSHS. <div> <div> <div>Action #</div> <div>Actions for Implementation</div> <div>Person(s) Responsible</div> <div>Timeline</div> </div> <div> <div>1</div> <div>WorkKeys Curriculum Implementation for 10th graders</div> <div>SSHS Administration</div> <div>Fall, Winter, Spring</div> </div> <div> <div>2</div> <div>WorkKeys Professional Development</div> <div>Jim Gianotti, Nicole Taylor, and SSHS Administration</div> <div>Fall of 2025</div> </div> </div> <div> Resources Needed: WorkKeys Curriculum and NCRC Assessments </div> <div> Evidence Level Level 1: Strong: WorkKeys </div> <div> Problem Statements/Critical Root Cause: Student Success 1 </div>				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	

Improvement Strategy 3 Details				Reviews		
Improvement Strategy 3: Increasing awareness and engagement of all stakeholders by expanding industry partnerships. Developing career awareness through portfolio creation in School Links.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	School Links Professional Development	Taleah Hinkey, James Gianotti, Site Administration, and counselor	Throughout the school year			
2	Implement K-12 School Links Scope and Sequence	Site Administration, James Gianotti	Throughout the school year			
3	Industry Partnership Meetings	Nicole Taylor Taleah Hinkey	Throughout the school year			
4	Annual Stakeholder Engagement Meeting	Nicole Taylor Taleah Hinkey	Spring 2026			
Position Responsible: District and Site Administration, School Counselor Resources Needed: Pathful School Links PAES Labs Industry Partnerships Evidence Level Level 2: Moderate: Work Based Learning Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1 - Connectedness 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Students lack the understanding of how their current learning will relate to their future. Critical Root Cause: Students don't have life experiences allowing them to see the relevancy with student learning.
Adult Learning Culture
Problem Statement 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. Critical Root Cause: 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.

Connectedness

Problem Statement 1: Students at SSHS have a chronic attendance rate over 40%. Students who miss more than 10% of the school year are deemed chronically absent. **Critical Root Cause:** 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.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of classroom teachers and support staff who have chronically absent students at SSHS will attend 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 2025/2026 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.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
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 2024/2025 school year.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	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 2025-May 2026			
2	The MTSS Facilitator will schedule SST meetings for the 9th-12th graders who were Chronically Absent during the 2024/2025 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 2025-May 2026			
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 2025-May 2026			
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 Evidence Level Level 1: Strong: Progress Monitoring data Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 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. Critical Root Cause: 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 10% from the 2024/2025 school year to the 2025/2026 school year.

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

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
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.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Develop an Attendance and Intervention Template that will be used to track data during MTSS meetings.	Cabinet, Principal Leaders-Erin Korf and Duane Mattice	Fall 2025			
2	9-12 Attendance Data	SSHS Administration, CCRI, MTSS Facilitator and MTSS Team Members	Monthly			
3	Family Engagement Participation Data	SSHS Administration and Cabinet	Monthly			
4	Curriculum Implementation Walk-Through Data for Portrait of a Learner	SSHS Administration, Cabinet, MTSS Team, Teacher Leaders	Monthly			
5	Book Study on Answering Why by Mark C. Perna	SSHS Staff-Teachers and Administration	Monthly			
6	School Links will be conducted in Advisory for grades 9-12.	SSHS Staff-Teachers and Administration	Monthly			
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						
Evidence Level Level 1: Strong: Progress Monitoring						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Students at SSHS have a chronic attendance rate over 40%. Students who miss more than 10% of the school year are deemed chronically absent. **Critical Root Cause:** 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.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment process at Silver Stage High School involves school administrators, teachers, and support staff who meet monthly to evaluate and address the school's academic and operational needs. This collaborative effort ensures that the strategies implemented are data-driven and aligned with the school's improvement goals.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The School Improvement Planning Committee at Silver Stage High School, consisting of staff, families, and community members, convenes quarterly to discuss and refine school plans. Additionally, feedback is actively solicited through regular surveys and open forums, ensuring diverse perspectives are considered in the development process.

2.2: Regular monitoring and revision

At Silver Stage High School, we conduct monthly review meetings with department heads (CIP Team) to evaluate the effectiveness of current strategies, documenting insights and adjustments needed in our strategic plan using our internal planning tool. Additionally, we engage stakeholders in bi-annual feedback sessions to ensure continuous alignment and responsiveness to evolving educational needs.

2.3: Available to parents and community in an understandable format and language

The plan is shared on our Silver Stage High School website in both English and Spanish, distributed through our monthly newsletter, and readily accessible at the school's front office to ensure clear communication with parents and the community.

2.4: Opportunities for all children to meet State standards

As part of our commitment to ensuring that all students have the opportunity to meet State standards, Silver Stage High School has implemented several major initiatives funded by Title I. These initiatives are designed to provide equitable support and resources to enhance student learning and achievement.

1. Targeted Instructional Support

We have allocated Title I funds to provide additional instructional support through small group tutoring sessions and after-school programs. These programs focus on core subjects such as mathematics, language arts, and science, tailored to address the specific learning needs of students identified as at-risk of not meeting State standards.

2. Professional Development for Teachers

Investing in our educators is crucial for student success. Title I funding supports ongoing professional development that equips teachers with effective instructional strategies and interventions. This includes workshops on WorkKeys and data-driven decision-making using MAPs.

3. Parental Engagement and Support

Recognizing the role of families in student success, we have developed initiatives to increase parental involvement. Title I funds are used to organize workshops and informational sessions that empower parents with the tools and knowledge to support their children's education at home, with an emphasis on the importance of attendance.

4. Extended Learning Opportunities

We offer summer enrichment programs and Jump Start opportunities through Western Nevada College additional learning time for students. These programs are designed to reinforce skills and concepts in a supportive and engaging environment, helping students stay on track with State standards.

By implementing these initiatives, Silver Stage High School is committed to creating an inclusive and supportive educational environment where all students have the opportunity to succeed and meet State standards.

2.5: Increased learning time and well-rounded education

As part of our commitment to providing a comprehensive educational experience, Silver Stage High School has implemented several Title I funded initiatives that focus on increasing learning time and promoting a well-rounded education. A significant emphasis is placed on our Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS) frameworks, which are integral to our approach.

1. Increased Learning Time

- **After School Tutoring Program:** We offer additional instructional hours to support students who require extra help in core subjects. This program is designed to reinforce learning objectives and provide targeted assistance to ensure all students meet academic standards.
- **Supplemental Educational Services:** These services include tutoring sessions beyond regular school hours, focusing on personalized learning plans tailored to individual student needs.

2. Well-Rounded Education Initiatives

- **Extracurricular Activities:** We offer a variety of clubs and sports that cater to diverse interests, promoting physical health, teamwork, and leadership skills.

3. MTSS Framework

- Our MTSS initiative is structured to provide tiered levels of support, ensuring that all students receive the appropriate level of intervention based on their academic and behavioral needs. This approach allows for data-driven decisions to address student challenges and support their growth.

4. PBIS Initiatives

- The PBIS framework at Silver Stage High School is focused on creating a positive school climate by establishing clear behavioral expectations and recognizing positive student behavior. This initiative helps improve student engagement and reduce disciplinary issues, contributing to a supportive learning environment.

These initiatives, supported by Title I funding, are crucial in our mission to enhance educational outcomes and provide equitable opportunities for all students at Silver Stage High School. By focusing on increased learning time and a well-rounded education, we aim to prepare our students for success in their academic pursuits and beyond.

2.6: Address needs of all students, particularly at-risk

At Silver Stage High School, our Title I funding is strategically allocated to support initiatives that address the diverse needs of all students, with a particular focus on those who are at-risk. Below are the key initiatives we have implemented:

1. Multi-Tiered System of Supports (MTSS)

Objective: To provide a comprehensive framework that integrates academic and behavioral support to improve student outcomes.

- **Tier 1:** Universal interventions are implemented school-wide to ensure high-quality instruction and positive behavior support for all students.
- **Tier 2:** Targeted interventions are provided for students who require additional support beyond the universal level. This includes small group instruction and counseling.
- **Tier 3:** Intensive, individualized interventions are designed for students with significant needs. These interventions are often one-on-one and tailored to specific learning and behavioral challenges.

Impact: The MTSS framework allows for early identification and support of at-risk students, reducing the need for special education services and promoting equity in educational outcomes.

2. Positive Behavioral Interventions and Supports (PBIS)

Objective: To create a positive school culture through proactive strategies for defining, teaching, and supporting appropriate student behaviors.

- **School-Wide Expectations:** Clear behavioral expectations are established and communicated across the school. Students are taught these expectations and recognized for meeting them.
- **Data-Driven Decision Making:** Behavioral data is continuously collected and analyzed to inform interventions and improve school climate.
- **Family and Community Engagement:** Parents and community members are involved in PBIS initiatives to reinforce positive behaviors outside of school.

Impact: PBIS has led to a reduction in disciplinary incidents and an improvement in overall school climate, which enhances the learning environment for all students, particularly those at risk.

3. Academic Support Programs

Objective: To provide additional academic resources and support structures for students who are struggling academically.

- **Tutoring Services:** After-school and weekend tutoring sessions are available to students needing extra help in core subjects.
- **Summer Bridge Programs:** Designed to help students transition successfully from middle to high school, these programs focus on building academic skills and confidence.
- **Credit Recovery Options:** Online and in-person credit recovery courses are offered to help at-risk students stay on track for graduation.

Impact: These programs have contributed to improved academic performance and increased graduation rates among at-risk students.

Conclusion

These initiatives, supported by Title I funding, are integral to our mission at Silver Stage High School to ensure that every student, regardless of their background or circumstances,

has the opportunity to succeed. Through MTSS, PBIS, and targeted academic support programs, we are committed to fostering an inclusive and supportive educational environment.

3.1: Annually evaluate the schoolwide plan

To evaluate the School Performance Plan (SPP) at Silver Stage High School, our School Improvement Team will analyze key performance metrics such as student achievement data (WorkKeys, End of Unit Assessments, Practice ACT, and MAPs) attendance rates, and stakeholder feedback, and compare these against the set objectives to identify areas of success and opportunities for improvement. Regular meetings with the school leadership team and faculty are conducted to review progress and adapt strategies as needed to ensure the plan's effectiveness and alignment with school goals.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The development and distribution of the Parent Involvement and Family Engagement Policy at Silver Stage High School involves a collaborative process with input from teachers, parents, and community stakeholders, ensuring it reflects diverse perspectives and needs; once finalized, the policy is disseminated through digital platforms and school meetings to ensure widespread accessibility and understanding.

4.2: Offer flexible number of parent involvement meetings

At Silver Stage High School, we recognize the crucial role that parent involvement plays in the academic success and overall well-being of our students. We strive to provide a variety of engagement opportunities that accommodate diverse schedules and preferences, ensuring that all parents can participate in their child's education. Here are some of the flexible involvement opportunities we offer:

1. Varied Event Scheduling

- **Morning, Afternoon, and Evening Options:** We schedule events such as parent-teacher conferences, parent universities, and school meetings at different times of the day to accommodate working parents and those with varied availability.
- **Weekday and Weekend Events:** By offering events on both weekdays and weekends, we ensure that parents with different work-week structures can attend.

2. Virtual and In-Person Options

- **Hybrid Meetings:** Many of our meetings, including parent-teacher conferences, are available both in-person and via video conferencing platforms, allowing parents to choose the format that best suits their needs.

3. Diverse Engagement Activities

- **Volunteer Opportunities:** Parents can participate in school activities by volunteering for classroom support, organizing events, or joining committees. These roles offer flexible time commitments.
- **Parent Focus Groups:** We invite parents to contribute to school improvement initiatives through advisory councils, which meet at varied times to maximize participation.

4. Regular Communication Channels

- **Monthly Newsletters:** We distribute newsletters that highlight upcoming events, school news, and resources, ensuring parents are informed and can plan to participate.
- **Social Media and School Apps:** Updates and event reminders are shared through our school's social media platforms and mobile app, providing easy access to information.

5. Feedback and Adaptation

- **Parent Surveys:** We regularly survey parents to gather feedback on event timing and accessibility, allowing us to adapt and improve our offerings based on their needs.

By offering these flexible options, we aim to foster a strong partnership between parents and Silver Stage High School, ultimately enhancing the educational experience for all students.

Community Outreach Activities

Activity	Date	Lesson Learned