

Lyon County School District

Silverland Middle School

2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies



Mission Statement

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

Vision

Silverland Middle School Core Values

Communication: Open and consistent communication among all members of the SMS

Learning Community is essential.

Remediation: SMS will provide all students the opportunity to learn. Remediation will be available for students who are functional below grade level as indicated by educational assessments.

Accountability: Members of the SMS Learning Community will be accountable for their contribution to student achievement.

Respect: The SMS Learning Community will foster an environment that encourages respect among the staff, students, parents, and guests of our school.

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 performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report by clicking [HERE](#).

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Lyon County School District will increase the total number of K-12 work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school Year.

Formative Measures: School Links, PAES lab

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Develop career awareness for all students through structured portfolio creation using SchoolLinks and hands-on learning experiences, including regular PAES Lab activities aligned to student strengths and interests.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Deliver regular SchoolLinks lessons during Social Studies classes to support portfolio development and postsecondary planning	School Counselors	Monthly			
2	School Links Data Analysis	School Improvement Committee	Quarterly			
3	Integrate the PAES Lab as a career exploration and skill development tool for students with IEPs and other targeted groups	Special Education Case Managers	Ongoing			
Position Responsible: Silverland Middle School Counselors Resources Needed: School Links Professional Development Evidence Level Level 2: Moderate: Work-based Learning Problem Statements/Critical Root Cause: Student Success 1						

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: Strengthen career and postsecondary exploration across the 8th grade school year by embedding real-world learning into core and elective instruction. Students engage in hands-on experiences through CTE courses such as Building Engineers and Teening to Adulting, participate in career-readiness activities aligned to SchoolLinks, and receive targeted support through the PAES Lab. The 8th Grade Career Fair provides additional exposure to local employers, high school CTE programs, and college pathways, reinforcing the real-world relevance of classroom learning.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Coordinate with High School to secure vendors for the fair including CTE Teachers/ Students, local employers, Colleges and Universities	Steve Henderson	End of November			
2	Design student rotations to ensure access to all booths, incorporating a scavenger hunt or bingo-style activity to boost engagement.	MTSS Coordinator	Mid January			
Position Responsible: MTSS Coordinator						
Evidence Level						
Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Silverland Middle School offers early career exploration through CTE coursework and large-group events such as the 8th Grade Career Fair. However, access to these opportunities is limited by scheduling conflicts and staffing constraints, with a disproportionate impact on historically underserved student groups. Without targeted planning, differentiated supports, and intentional outreach, these students are at greater risk of reduced participation in career readiness activities, widening existing opportunity gaps. Critical Root Cause: Career exploration opportunities at Silverland Middle School are currently concentrated in single-event experiences and elective offerings. Structural barriers, including scheduling conflicts, limited staffing for individualized support, and a lack of embedded, ongoing career exploration activities, impact all students but more significantly affect historically underserved student groups. Without consistent tracking and intentional strategies to promote equitable access, opportunity gaps are likely to persist.

Inquiry Area 1: Student Success

SMART Goal 2: Lyon County School District will increase the total number of students participating in K-12 work based learning opportunities career by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: SchoolLink Data Usage
Career Fair Attendance

Aligns with District Goal

Improvement Strategy 1 Details				Reviews										
Improvement Strategy 1: Enhance the existing career-focused field trip by adding interactive, curriculum-connected components and ensuring full participation across all student groups. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Increase awareness through morning announcements, a short video shown during advisory, advertising in the School newsletter and fliers.</td><td>Counseling</td><td></td></tr></table> <p>Position Responsible: Counseling</p> <p>Resources Needed: Transportation Substitute Teacher Coverage Partnership with local organizations Student friendly script for morning announcements posters to advertise Video's and time in advisory to show them</p> <p>Evidence Level Level 2: Moderate: Work-based Learning exposure</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Increase awareness through morning announcements, a short video shown during advisory, advertising in the School newsletter and fliers.	Counseling		Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Increase awareness through morning announcements, a short video shown during advisory, advertising in the School newsletter and fliers.	Counseling								
Nov	Jan	May												
				No review	No review									

SMART Goal 2 Problem Statements:

Student Success
<p>Problem Statement 1: Silverland Middle School offers early career exploration through CTE coursework and large-group events such as the 8th Grade Career Fair. However, access to these opportunities is limited by scheduling conflicts and staffing constraints, with a disproportionate impact on historically underserved student groups. Without targeted planning, differentiated supports, and intentional outreach, these students are at greater risk of reduced participation in career readiness activities, widening existing opportunity gaps. Critical Root Cause: Career exploration opportunities at Silverland Middle School are currently concentrated in single-event experiences and elective offerings. Structural barriers, including scheduling conflicts, limited staffing for individualized support, and a lack of embedded, ongoing career exploration activities, impact all students but more significantly affect historically underserved student groups. Without consistent tracking and intentional strategies to promote equitable access, opportunity gaps are likely to persist.</p>

Inquiry Area 1: Student Success

SMART Goal 3: In grades K-8, at least 58% of students in Lyon County School District will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) assessment to the End of Year (EOY) i-Ready assessment during the 2025/2026 school year.

Formative Measures: i-Ready Diagnostics in Reading and Math
i-Ready MyPath Usage Reports
i-Ready Math Curriculum
i-Ready Reading for MyPath
Study Sync ELA Curriculum
College and Career Readiness Interventionists.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Ensure all students engage in targeted instruction through i-Ready MyPath in both reading and math, with an emphasis on lesson mastery and academic growth. Progress will be monitored weekly, with structured time provided during advisory and targeted support for students not meeting growth benchmarks.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Provide all students with 30-50 minutes of structured time weekly in both reading and math during advisory for i-Ready MyPath	Math and ELA Teachers, Advisory Teachers	weekly/ongoing			
2	Advisory teachers will track lessons passed and review progress toward typical growth using i-Ready data	Advisory teacher/ MTSS Tier One Teams	Weekly			
3	Share MyPath growth and mastery data with instructional teams weekly to identify students needing additional support	MTSS Tier 1 Teams	Weekly			
Position Responsible: Steve Henderson/Leadership Team Resources Needed: i-Ready educator access for advisory classes and interventionists Training on i-Ready reports/reporting Locked browser for Diagnostic Testing MyPath usage tracking dashboard (e.g., i-Ready's weekly reports) Time during staff meetings or Team meetings to review data and adjust support strategies Time during Advisory to Complete lessons Intervention/Extension tool for students that test out of or have completed their MyPath Lessons.						
Evidence Level Level 2: Moderate: Regular use of adaptive, personalized programs is linked to improved student outcomes in reading and math.						
Problem Statements/Critical Root Cause: Student Success 2						

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: Recognize teams who demonstrate consistent engagement and support of i-Ready MyPath completion and academic growth.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Team Competitions: Hold quarterly Team competitions for iReady Time on Task.	MTSS Coordinator, SIP Chairperson	One competition a quarter			
2	Completed MyPath lessons will be tracked weekly and shared via a scoreboard and Monday morning announcements.	MTSS Coordinator	Weekly			
Position Responsible: MTSS Coordinator, SIP Chairperson Resources Needed: MyPath usage tracking dashboard (e.g., i-Ready's weekly reports) Evidence Level Level 3: Promising: School climate research linking positive recognition to engagement and attendance Problem Statements/Critical Root Cause: Student Success 2						

SMART Goal 3 Problem Statements:

Student Success
Problem Statement 2: Less than half of Silverland Middle School students are meeting typical growth in Math and Reading, revealing persistent gaps in academic progress and raising concerns about the effectiveness of current instructional practices and student supports. Critical Root Cause: Instructional practices are not consistently differentiated or aligned to student data, resulting in missed opportunities to target specific learning needs, particularly for students who fall just below proficiency but do not qualify for formal interventions.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-2026 school year, 100% of instructional staff will participate in at least two professional learning cycles focused on Tier 1 and Tier 2 instructional practices. Progress will be measured through training attendance logs (including Character Strong, i-Ready, and MTSS trainings), weekly MTSS meeting documentation, and intervention rosters demonstrating data-informed action steps.

Formative Measures: Training Attendance Logs: Monitor staff participation in Character Strong and i-Ready professional learning sessions.
i-Ready Usage Reports: Track frequency and consistency of Diagnostic completion and MyPath lesson assignments.
MTSS Meeting Logs and Agendas: Document weekly Tier 1 and monthly Tier 2 meetings, including evidence of data use and action steps.
Student Intervention Rosters: Track the number and type of students connected to Tier 2 supports and CCRIs as a result of MTSS team decisions.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Build staff capacity to use i-Ready data and tools effectively in order to drive instruction, monitor progress, and support student academic growth in both Math and ELA.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	i-Ready training before the school year starts for all Math and ELA teachers on assigning and tracking MyPath lessons	Principal	August, ongoing as needed			
2	i-Ready training before the school year starts for all Math and ELA teachers on using progress monitoring tools to adjust instruction and target student needs	Principal	August, ongoing as needed			
Position Responsible: Principal Resources Needed: Training from iReady (virtual), dedicated time for Math and ELA teachers to attend Training. Evidence Level Level 2: Moderate: i-Ready is an evidence based tool. Problem Statements/Critical Root Cause: Adult Learning Culture 1						

Improvement Strategy 2 Details				Reviews														
Improvement Strategy 2: Equip Advisory teachers with the skills and tools needed to effectively support students in completing MyPath lessons and navigating iReady reports. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Provide targeted training for Advisory teachers on monitoring MyPath completion by reviewing weekly student usage and progress reports</td><td>Principal</td><td>August and ongoing as needed</td></tr><tr><td>2</td><td>Provide targeted training for Advisory teachers on: navigating and interpreting i-Ready reports, including student-level Diagnostic and MyPath data</td><td>Principal</td><td>August and ongoing as needed</td></tr></table> <p>Position Responsible: Principal</p> <p>Resources Needed: Training from iReady (virtual), dedicated time for Advisory teachers to attend Training.</p> <p>Evidence Level Level 2: Moderate: i-Ready is an evidence based tool.</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Provide targeted training for Advisory teachers on monitoring MyPath completion by reviewing weekly student usage and progress reports	Principal	August and ongoing as needed	2	Provide targeted training for Advisory teachers on: navigating and interpreting i-Ready reports, including student-level Diagnostic and MyPath data	Principal	August and ongoing as needed	Status Check		EOY Reflection
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				1	Provide targeted training for Advisory teachers on monitoring MyPath completion by reviewing weekly student usage and progress reports	Principal	August and ongoing as needed											
2	Provide targeted training for Advisory teachers on: navigating and interpreting i-Ready reports, including student-level Diagnostic and MyPath data	Principal	August and ongoing as needed															
Nov	Jan	May																
				No review	No review													

Improvement Strategy 3 Details				Reviews														
Improvement Strategy 3: Build a responsive support system by using academic, attendance, and engagement data within MTSS structures to monitor student progress, identify emerging needs, and ensure timely, targeted interventions. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Use MTSS Tier 1 meetings to review trends in grades, i-Ready usage, and attendance to identify early signs of disengagement or academic decline and plan appropriate Tier 1 instructional supports.</td><td>MTSS Tier 1</td><td>Weekly</td></tr><tr><td>2</td><td>Use Tier 2 MTSS meetings to review escalated academic and attendance concerns from Tier 1, analyze patterns across multiple data sources, and connect students with appropriate Tier 2 supports.</td><td>MTSS Tier 2</td><td>Monthly</td></tr></table> <p>Position Responsible: MTSS Coordinator</p> <p>Resources Needed: Dedicated weekly and monthly time for MTSS committees to meet, shared tracking system, trained MTSS Facilitators per team, coordination with CCRI and other support staff, Professional Training to onboard new staff or offer refreshers on purpose of MTSS Tier 1 meetings and accessing relevant data.</p> <p>Evidence Level Level 1: Strong: Early Warning: Chronic absenteeism tracking and performance data</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Use MTSS Tier 1 meetings to review trends in grades, i-Ready usage, and attendance to identify early signs of disengagement or academic decline and plan appropriate Tier 1 instructional supports.	MTSS Tier 1	Weekly	2	Use Tier 2 MTSS meetings to review escalated academic and attendance concerns from Tier 1, analyze patterns across multiple data sources, and connect students with appropriate Tier 2 supports.	MTSS Tier 2	Monthly	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline											
				1	Use MTSS Tier 1 meetings to review trends in grades, i-Ready usage, and attendance to identify early signs of disengagement or academic decline and plan appropriate Tier 1 instructional supports.	MTSS Tier 1	Weekly											
2	Use Tier 2 MTSS meetings to review escalated academic and attendance concerns from Tier 1, analyze patterns across multiple data sources, and connect students with appropriate Tier 2 supports.	MTSS Tier 2	Monthly															
Nov	Jan	May																
				No review	No review													

Improvement Strategy 4 Details				Reviews		
Improvement Strategy 4: Equip staff with the knowledge and tools needed to support students in developing comprehensive career portfolios using the SchoolLinks platform, fostering schoolwide alignment in career readiness efforts.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Provide SchoolLinks platform training for Counselors to conduct lessons. Social Studies and Advisory teachers.	Principal	August and ongoing as needed.			
2	Provide SchoolLinks platform training for Social Studies and Advisory teachers to support counselors lessons.	Principal	August and ongoing as needed.			
Position Responsible: Principal Resources Needed: School Link PD. School Link Scope and Sequence, Training Schedule. Evidence Level Level 3: Promising: Career awareness instruction Problem Statements/Critical Root Cause: Adult Learning Culture 2						

SMART Goal 1 Problem Statements:

Adult Learning Culture
<p>Problem Statement 1: While Silverland Middle School has established foundational Tier 1 and Tier 2 MTSS structures, we lack a unified, data-informed adult learning culture that consistently supports academic growth in Math and ELA and addresses chronic absenteeism. Critical Root Cause: There is inconsistent use of data across grade levels and advisory periods due to limited collaborative time for data analysis, unclear expectations for data-driven decision-making, and a lack of shared accountability structures.</p> <p>Problem Statement 2: Staff at Silverland Middle School need greater support and shared ownership in delivering meaningful career exploration and CTE exposure, especially for students from underserved groups. Without consistent adult training and collaboration around SchoolLinks and career readiness tools, students experience uneven access to future planning opportunities. Critical Root Cause: There is a lack of structured professional learning and collaboration focused on SchoolLinks, CTE integration, and career education, which limits staff confidence, consistency, and proactive implementation of career readiness activities across content areas and grade levels.</p>

Inquiry Area 3: Connectedness

SMART Goal 1: Lyon County School District will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Attendance reports Early Warning System MTSS for Attendance Intervention logs CCRI's Home Visits and Family Engagement

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Create a responsive, relationship-centered Tiered Attendance Monitoring and Response System that uses clear thresholds and timely interventions to prevent chronic absenteeism and support student re-engagement.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Attendance Letters and Tiered Family Contact per district policy; includes attendance letters, phone calls, attendance contracts, family meetings and referral to SAAB committee.	Vice Principal	ongoing			
2	MTSS-Coordinated Attendance Meetings (9-15 Absences): For students with more than 9 but fewer than 15 absences, the MTSS Tier 2 team will coordinate a meeting with the student, parent/guardian, and core teachers to problem-solve barriers to attendance and offer targeted support.	MTSS Tier 2	ongoing			
3	Attendance Committee: A small group of teacher leaders and support staff will be identified to serve on an attendance committee that meets regularly to review data, track interventions, and identify patterns of concern across grade levels.	MTSS Coordinator	quarterly			
Position Responsible: Vice Principal Resources Needed: Infinite Campus, MTSS, CCRI's, School Resource Officer Evidence Level Level 3: Promising: Early Intervention Problem Statements/Critical Root Cause: Connectedness 1						

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: Increase student belonging and early intervention through meaningful, consistent adult connections				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Advisory teachers will contact all advisory families who are unable to attend the 2025-2026 Open House by phone by the end of the first week of school. All contacts must be documented and submitted to the office along with the conference sign-in sheets.	Advisory Teachers	Sept. 5, 2025			
2	Implement weekly connection prompts or advisory topics that align with SEL and student voice. These may include short discussion questions, classroom activities, or character-building moments tied to existing frameworks (like Character Strong)	Advisory Teachers	ongoing			
3	"Check-in champions" for students who are approaching chronic absenteeism thresholds. These champions serve as a consistent point of contact and advocate, helping to re-engage the student through connection and support.	MTSS Team Leads	Ongoing			
Position Responsible: MTSS Coordinator Resources Needed: "Check-in Champions", Character Strong/SEL Tracking system, Back to school family contact logs. Evidence Level Level 2: Moderate: Structured relationship building Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: At Silverland Middle School, chronic absenteeism continues to hinder student learning and school connectedness, particularly for historically marginalized student. These challenges are compounded by barriers related to poverty, trauma, mobility, and limited access to culturally relevant instruction, strong relationships, and learning experiences that feel meaningful and engaging. Without intentional efforts to strengthen belonging and ensure all students feel seen, supported, and included, absenteeism will remain a barrier to both academic growth and long-term success. Critical Root Cause: A critical root cause of chronic absenteeism at Silverland Middle School is that many students do not experience daily learning as relevant, engaging, or personally meaningful. Inconsistent access to instruction, limited opportunities for meaningful relationships with adults, and a lack of support for students facing personal or emotional challenges reduce their sense of belonging, making regular attendance less likely.