

Lyon County School District

Silver Stage High School

2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies



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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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Silver Stage High School will support Lyon County School District's goal of increasing the district's graduation rate from 88.7% to 89.7% by increasing the SSSH graduation rate from 89.55% to 90.55% 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. Graduation Plans will be created for all students who are at risk of not graduating.</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 Facilitator</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 Title Funding will be needed to send all Juniors on a Field Trip that meet show growth from their Pre-ACT exam to the Real ACT exam. Title Funding will be needed to purchase raffle items for all students who meet their Growth Goals.</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. Graduation Plans will be created for all students who are at risk of not graduating.	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. Graduation Plans will be created for all students who are at risk of not graduating.	CCRI, MTSS Team, Administration, Counselor	Monthly																				
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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. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>WorkKeys Curriculum Implementation for 10th graders</td><td>SSHS Administration</td><td>Fall, Winter, Spring</td></tr><tr><td>2</td><td>WorkKeys Professional Development</td><td>Jim Gianotti, Nicole Taylor, and SSHS Administration</td><td>Fall of 2025</td></tr></table> <p>Position Responsible: Administration and Social Studies Teachers</p> <p>Resources Needed: WorkKeys Curriculum and NCRC Assessments Professional Development on WorkKeys</p> <p>Evidence Level Level 1: Strong: WorkKeys</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	WorkKeys Curriculum Implementation for 10th graders	SSHS Administration	Fall, Winter, Spring	2	WorkKeys Professional Development	Jim Gianotti, Nicole Taylor, and SSHS Administration	Fall of 2025	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline											
				1	WorkKeys Curriculum Implementation for 10th graders	SSHS Administration	Fall, Winter, Spring											
				2	WorkKeys Professional Development	Jim Gianotti, Nicole Taylor, and SSHS Administration	Fall of 2025											
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 1: Student Success

SMART Goal 2: Silver Stage High School will support Lyon County School District's goal of having grades 9-10, at least 55% of students in Lyon County School District will meet their individual growth goal in math and reading from Fall to Spring Measure of Academic Progress (MAP) testing during the 2025/2026 school year.

Formative Measures: MAPs-3 times per year (math and reading)
ALEKS
Time for Data Digs
District MTSS meetings
College and Career Readiness Interventionist (CCRI)

Aligns with District Goal

Improvement Strategy 1 Details				Reviews																		
Improvement Strategy 1: All 9th-10th grade students will work on ALEK (math intervention program) in their math classes. They will work on the standards they have not yet shown proficiency in. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Math teachers will require all students to work on ALEK at least 30 minutes per week.</td><td>Math Teachers</td><td>Weekly</td></tr><tr><td>2</td><td>Students will be rewarded for meeting their growth goals Fall-Spring 2025-2026</td><td>Math Teachers, CCRI</td><td>Spring of 2026</td></tr><tr><td>3</td><td>All teacher will use Close Reading Strategies to assist with comprehension of all reading passages.</td><td>All Teachers</td><td>Weekly</td></tr></table> <p>Position Responsible: Math Teachers, All Teachers and CCRI</p> <p>Resources Needed: ALEK program Title Funding will be needed for all students who meet their Fall to Spring Growth Goal. Close Reading Strategies</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Evidence Level Level 1: Strong: Math and Reading Intervention</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Math teachers will require all students to work on ALEK at least 30 minutes per week.	Math Teachers	Weekly	2	Students will be rewarded for meeting their growth goals Fall-Spring 2025-2026	Math Teachers, CCRI	Spring of 2026	3	All teacher will use Close Reading Strategies to assist with comprehension of all reading passages.	All Teachers	Weekly	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline															
				1	Math teachers will require all students to work on ALEK at least 30 minutes per week.	Math Teachers	Weekly															
				2	Students will be rewarded for meeting their growth goals Fall-Spring 2025-2026	Math Teachers, CCRI	Spring of 2026															
3	All teacher will use Close Reading Strategies to assist with comprehension of all reading passages.	All Teachers	Weekly																			
Nov	Jan	May																				
No review	No review																					

SMART Goal 2 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.

Inquiry Area 1: Student Success

SMART Goal 3: Silver Stage High School will support Lyon County School District's goal increasing 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 Labs
Pathful
Industry Partnerships

Aligns with District Goal

Improvement Strategy 1 Details				Reviews										
Improvement Strategy 1: Students will use School Links to log their 9-12 work-based learning opportunities once per month in Advisory. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Advisory teachers will have students log their work-based learning opportunities into School Links once a month.</td><td>Advisory Teachers</td><td>Monthly</td></tr></table> <p>Position Responsible: Advisory Teachers and Administration</p> <p>Resources Needed: School Links PD School Links Program Advisory School Links scope and sequence</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Evidence Level Level 2: Moderate: Work-Based Learning</p> <p>Problem Statements/Critical Root Cause: Student Success 1 - Connectedness 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Advisory teachers will have students log their work-based learning opportunities into School Links once a month.	Advisory Teachers	Monthly	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Advisory teachers will have students log their work-based learning opportunities into School Links once a month.	Advisory Teachers	Monthly							
Nov	Jan	May												
				No review	No review									

SMART Goal 3 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.

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 1: Student Success

SMART Goal 4: Silver Stage High School will support Lyon County School District's goal of having 100% of Lyon County School District's high schools will implement WorkKeys for students by the end of the their 10th grade year. LCSD will accomplish this by the end o f the 2025/2026 school year. This will serve as a baseline for students earning the bronze, silver, gold, and platinum certificates.

Formative Measures: WorkKeys Curriculum
NCRC Assessments

Aligns with District Goal

Improvement Strategy 1 Details				Reviews										
Improvement Strategy 1: Students in grade 10 will work on Work Keys in their Social Studies Classes at least once a week. They will complete the curriculum by the end of the year and then take the NCRC Assessment. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Social Studies teachers will have students work on Work Keys at least once per week.</td><td>Social Studies Teachers</td><td>Weekly</td></tr></table> <p>Position Responsible: Social Studies Teachers and Administration</p> <p>Resources Needed: Work Keys Curriculum Work Keys PD</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Evidence Level Level 1: Strong: Work Keys</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	Social Studies teachers will have students work on Work Keys at least once per week.	Social Studies Teachers	Weekly	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Social Studies teachers will have students work on Work Keys at least once per week.	Social Studies Teachers	Weekly							
				Nov	Jan	May								
No review	No review													

SMART Goal 4 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 1: Student Success

SMART Goal 5: Silver Stage High School will support Lyon County School District's goal on increasing the percentage of college bound students in grade eleven (11) who will earn a composite score of 16-36 on the ACT, will increase by 5% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Time for instruction and data analysis
Data Digs
ALEKS
WorkKeys

Aligns with District Goal

Improvement Strategy 1 Details				Reviews										
Improvement Strategy 1: Students in grade 11 will take a Pre-ACT during the Fall to get them familiar with a timed test. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>A Pre-ACT exam will be given to all Juniors at SSHS.</td><td>Junior English Teachers Administration</td><td>October 2025</td></tr></table> <p>Position Responsible: English Teachers, Administration, and Teacher Leaders</p> <p>Resources Needed: Pre-ACT exam ACT scorers Title funding to reward students who grew from the Pre-ACT to the Real ACT exam with a field trip.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 4.1</p> <p>Evidence Level Level 1: Strong: Data Driven Instruction</p> <p>Problem Statements/Critical Root Cause: Student Success 1 - Connectedness 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	A Pre-ACT exam will be given to all Juniors at SSHS.	Junior English Teachers Administration	October 2025	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	A Pre-ACT exam will be given to all Juniors at SSHS.	Junior English Teachers Administration	October 2025							
Nov	Jan	May												
				No review	No review									

SMART Goal 5 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.
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 1: Student Success

SMART Goal 6: Silver Stage High School will support Lyon County School District's goal of increasing the total number of students participating in the K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Pathful
School Links
PAES Lab
Industry Partnerships

Aligns with District Goal

Improvement Strategy 1 Details				Reviews														
Improvement Strategy 1: Students will be exposed to Career Trees in all their classes. They will start having deep discussions on the possibilities of future lifestyles. Their work-based learning opportunities will then be logged into School Links during Advisory. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Connecting Career Tress to future lifestyles and logging work-based learning opportunities into School Links.</td><td>All teachers, Advisory Teachers, Counselor, Administration.</td><td>Monthly</td></tr><tr><td>2</td><td>Students will use Advisory to log work-based learning opportunities into School Links.</td><td>All teachers, Advisory Teachers, Counselor, Administration, Students</td><td>Monthly</td></tr></table> <p>Position Responsible: Administration and Social Studies Teachers</p> <p>Resources Needed: Work Keys Curriculum Work Keys PD</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 4.1</p> <p>Evidence Level Level 1: Strong: Work Keys</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	Connecting Career Tress to future lifestyles and logging work-based learning opportunities into School Links.	All teachers, Advisory Teachers, Counselor, Administration.	Monthly	2	Students will use Advisory to log work-based learning opportunities into School Links.	All teachers, Advisory Teachers, Counselor, Administration, Students	Monthly	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline											
				1	Connecting Career Tress to future lifestyles and logging work-based learning opportunities into School Links.	All teachers, Advisory Teachers, Counselor, Administration.	Monthly											
				2	Students will use Advisory to log work-based learning opportunities into School Links.	All teachers, Advisory Teachers, Counselor, Administration, Students	Monthly											
Nov	Jan	May																
No review	No review																	

SMART Goal 6 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			
4	Students who have perfect attendance for an entire month will be entered into a raffle.	MTSS Team Members	Monthly September 2025-May 2026			
Position Responsible: Administration, CCRI, MTSS Team, All Teachers 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 Title Funding to reward the students with raffle prizes who earn perfect attendance 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 Title Funding to reward students with raffle prizes who have monthly perfect attendance						
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.