

MINERAL COUNTY SCHOOL DISTRICT
751 A. STREET
Hawthorne, Nevada 89415
BOARD OF TRUSTEES MEETING
Tuesday, May 21, 2024

LOCATION OF MEETING: Arlo K. Funk District Services Center
751 A Street, Room 23
Hawthorne, Nevada

I would like to acknowledge that this meeting is being held on or broadcasted on traditional lands of the Paiute People, and pay our respect to elders both past and present.

Please Note: The Board reserves the right: (1) to take agenda items in a different order, (2) to combine two or more agenda items for consideration, and (3) to remove an item from the agenda or delay discussion relating to an item on the agenda at any time, in order to accomplish the business on the Agenda in the most efficient manner.

CALL TO ORDER: 5:30 PM

1. Certification of Public Notice, Roll Call, and Pledge of Allegiance
2. Approval of a flexible agenda. (For Possible Action)

ACTION ITEMS: (FOR POSSIBLE ACTION)

There will be an opportunity for public comment on each **Action Item** following Board discussion on the item and before the Board makes a motion on the item. You may request to speak by raising your hand during the Public Comment period or by completing a **Request to Address the MCSD Board** form prior to the Public Comment period. Those who submit the form will normally be called on first. Speaking time will be limited to a maximum of 3 minutes. The President may allow additional time to a given speaker as time allows and in his/her discretion.

1. Recommendation: Discussion and Possible Approval of the Augmented Fiscal Year 2023/2024 Budget.

Supporting Information: Approval of the Augmented Fiscal Year 2023/2024 Budget.

Budget Consideration: Total Funding Requirements: \$28,306,659.00

2. Recommendation: Discussion and Possible Approval of the Tentative Fiscal Year 2024/2025 Budget.

Supporting Information: Approval of the Tentative Fiscal Year 2024/2025 Budget.

Budget Consideration: Total Funding Requirements: \$27,043,049.00

3. Recommendation: Discussion and Possible Approval of the District Performance Plan.

Supporting Information: Approval of the District Performance Plan.

Budget Consideration: NOT AT THIS TIME

4. Recommendation: Discussion and Possible Approval of the CC Communications Contract renewals. There are 2-3 year contracts up for renewal.

Supporting Information: 2-3-Year CC Communications Contract Renewals. These contracts provide internet access districtwide.

Budget Consideration: \$53,964.00 and \$64,800.00 from General Funds then reimbursed through E-rate.

5. Recommendation: Discussion and Possible Approval of the Mineral County School District Resolution in support of iNVEST 2025.

Supporting Information: Approval of the Mineral County School District Resolution in support of iNVEST 2025.

Budget Consideration: NOT AT THIS TIME

REC'D MINCOUNTY CLERK
MAY 16 '24 AM 8:30

MINERAL COUNTY SCHOOL DISTRICT
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6. Recommendation: Discussion and Possible Approval of a one time exception to policy IKFB to allow a foreign exchange student to participate in graduation exercises. The exception if granted will allow the student to participate in the exercises. However, the student will not receive any documentation pursuant to NRS 390.600.

Supporting Information: Policy IKFB "All students in good standing who have successfully completed the requirements for a senior regular, advanced or adjusted high school diploma may participate in graduation exercises." NRS 390.600 sub-section 5: If a pupil does not satisfy the requirements to receive a standard high school diploma prescribed by subsection 3 or by the State Board pursuant to subsection 1, the pupil must not be issued a certificate of attendance or any other document indicating that the pupil attended high school but did not satisfy the requirements for such a diploma. The provisions of this subsection do not apply to a pupil who receives an adjusted diploma or an alternative diploma pursuant to subsection 4.

Budget Consideration: NONE

GENERAL PUBLIC COMMENT:

It is the School Board's intention to listen and be responsive to the public's concerns. Comments from the public regarding topics not on the agenda are invited at this time. You may request to speak by raising your hand during the General Public comment period or by completing a Request to Address the MCSD Board form prior to the General Public Comment period. By law, the Board cannot take any action, reach a consensus or hear personal attacks at this time. Those who submit the form will normally be called on first. Speaking time will be limited to a maximum of 3 minutes. The President may allow additional time to a given speaker as time allows and in his/her discretion.

ADJOURNMENT: The Agenda of this meeting has been posted at the following locations: 1) Administration Office, 2) Hawthorne Post Office, 3) Mineral County Independent News Office, 4) Schurz Post Office, 5) Mina Post Office, 6) County Courthouse 7) School Offices. Mineral County School District is pleased to provide accommodations for individuals with disabilities. If you have a disability, please let us know, and we will provide assistance or accommodate you in any way that we possibly can. Copies of agenda and supporting material may be picked up at the Mineral County School District Arlo K. Funk District Services Center, 751 A. Street, Hawthorne, Nevada, or by contacting Crystal Sasser at (775) 945-2403, prior to the scheduled meeting.

ACTION ITEM #3

Mineral County School District

District Performance Plan

2024-2025

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Goal 1: By 2024/2025, enhance teacher capacity and implement structural and instructional improvements in K-12 classrooms. Ensure 90% participation in PD sessions and 100% alignment with curriculum standards, resulting in a minimum 10% increase in proficiency rate in Math and 15% increase in ELA. 16

Goal 2: By 2024/2025, aim to decrease chronic absenteeism by 10%, and a 10% increase in community involvement. 26

Goal 3: By the end of the academic year 2024/2025, improve adherence to district policies and procedures, resulting in greater consistency and safety within Mineral County School District by conducting a comprehensive review, developing targeted training programs, and monitoring compliance rates to achieve a minimum 20% increase in staff compliance. 31

Goal 4: By the end of 2024/2025, improve communication and inclusion among stakeholders in Mineral County School District. by developing a comprehensive plan, implementing feedback mechanisms, and increasing stakeholder engagement by 30%. 43

Goal 5: By the end of the academic year 2024-2025, our school district will successfully implement a comprehensive Progressive Discipline Plan and Positive Behavioral Interventions and Supports (PBIS) program, fostering a positive and inclusive school climate that promotes student well-being and academic success as shown by a 25% reduction in student referrals. 49

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1.1: Describe the school's strategies to attract effective, highly-qualified teachers to your school. 54

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Comprehensive Needs Assessment

Revised/Approved: May 14, 2024

Student Success

Student Success Summary

Despite hurdles, many beneficial initiatives and results help students succeed. Student performance is improving in schools that faithfully apply the new ELA curriculum. However, ELA curriculum implementation is inconsistent between teachers. Select classrooms have engaged students and excellent teachers, creating a good learning environment. Unfortunately, low teacher morale affects instruction. The availability of online tutoring resources is also helping students who need extra help, although in person tutoring lacks structure, consistency and rigor. Despite challenges, efforts to promote regular school attendance show a dedication. Despite improvements, attendance issues persist. K-12 children are also receiving challenging academics from high-quality ELA and Math curricula. However, math performance stagnation in grades 7-8 and modest development in K-6 and 9-12 present concerns. More Career and Technical Education (CTE) programs are expanding students' perspectives and preparing them for careers. However, severe behavioral difficulties across all school levels continue to impede learning. Alt ED's dropout reduction shows its effectiveness in aiding at-risk pupils. Chronic absenteeism continues to hinder learning. Addressing these issues and building on positive initiatives can improve student success and well-being.

Student Success Strengths

Schools implementing the new ELA curriculum with fidelity are witnessing significant growth in student performance. In these classrooms, teachers are fostering engagement and delivering effective instruction that resonates with students, leading to positive learning outcomes. Additionally, the availability of online tutoring resources is enhancing support for students who may need extra assistance, ensuring that all learners have access to the help they need to succeed. Despite challenges, efforts to encourage attendance are ongoing, demonstrating a commitment to promoting a culture of regular school attendance. Furthermore, the adoption of high-quality ELA and Math curricula across K-12 levels is providing students with rigorous academic experiences tailored to their needs. The expansion of opportunities for participation in Career and Technical Education (CTE) programs is opening doors for students to explore diverse career pathways and gain valuable skills for the future. Moreover, the success of the Alternative Education (Alt ED) program in reducing dropout rates is a testament to its effectiveness in supporting at-risk students. Furthermore, improvements in special education programming and structures are yielding positive results, as evidenced by increased reading scores at the high school and SES levels, improved ACT scores, and expanded CTE offerings. Collaborative initiatives such as Gear Up, Jag, and CTE program team-ups for EmpowerED are further enhancing student progress and success, fostering a supportive and empowering educational environment for all learners.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Lack of growth in math performance among students in grades 7-8, and minimal growth is observed in math for students in grades K-6 and 9-12 despite new curriculum. **Critical Root Cause:** Lack of teacher preparation, resources, and qualified math instructors. Insufficient support for struggling students. Late curriculum acquisition and failure to use data-driven decision-making and effective classroom management result in teaching practices that don't meet student needs, including lack of differentiation and teaching below grade level.

Problem Statement 2: While classrooms implementing new ELA curriculum with fidelity show growth, inconsistency arises due to a lack of fidelity and accountability in implementation across all teachers. **Critical Root Cause:** Inadequate monitoring or accountability measures to ensure all teachers adhere to fidelity standards in implementing the new curriculum. Variability in teacher expertise or readiness to implement new teaching methods and materials. Teachers perception of training and time with the curriculum. Staff buy in

Problem Statement 3: Tutoring and intervention programs are offered, but they lack structure and rigor, failing to effectively support student learning and growth **Critical Root Cause:** Lack of clear guidelines or standards for tutoring/intervention programs, resulting in inconsistent quality across sessions. Insufficient training or support for tutors/ intervention teachers to deliver effective instruction and support. Limited qualified staff of variable contents.

Problem Statement 4: There is a lack of rigor, effective classroom management, and high expectations for students across various grade levels, leading to sub-optimal academic performance and disengagement **Critical Root Cause:** Lack of follow-through on training for rigorous instructional strategies, inconsistent classroom management due to varying teacher experience and buy-in, and limited resources for addressing behavioral issues. Cultural and systemic factors, not prioritizing rigorous academic standards, and no accountability measures or systems like PBIS to ensure adherence to expectations.

Problem Statement 5: Behavioral issues due to a trauma-ridden community, economic disadvantages, high drug use, and lack of value for education, are exacerbated by the absence of a Positive Behavioral Interventions framework. **Critical Root Cause:** Economic disadvantage, single-parent households, generational poverty, limited access to resources, and systemic barriers contribute to stress and trauma. Lack of PBIS system and newly implemented Restorative Justice program. Limited mental health programs. Lack of training for teachers, administrators, students and parents.

Problem Statement 6 (Prioritized): Chronic attendance issues, including absenteeism, tardiness, and lack of student engagement. **Critical Root Cause:** Attendance issues are caused by systemic, environmental, and cultural factors. Economic pressures, family dynamics, and community influences contribute to absenteeism and tardiness. System for addressing this is not currently in place.

Problem Statement 7 (Prioritized): Many teachers lack familiarity with implementing differentiation, special education services, scaffolding, and culturally relevant strategies, leading to instructional approaches that do not address diverse student needs. Additionally, inconsistency of data-driven decision-making in instructional planning, further hindering targeted support efforts. **Critical Root Cause:** Limited professional development opportunities and low expectations among teachers hinder effective implementation . Previous pull-out nature of SPED services further complicates the process of moving to co-teaching structures. IIPs not implemented district wide with fidelity or accountability.

Problem Statement 8: The school district struggles to adhere to Title III policy guidelines for English Learner (EL) students. Ineffective monitoring procedures and gaps in identifying EL students' needs result in barriers to academic achievement and linguistic development, hindering their overall school success. **Critical Root Cause:** Limited resources and emphasis on comprehensive support due to fewer EL students. Inaccurate identification or missed identification of EL students due to insufficient assessment protocols or staff awareness. Inadequate communication channels or language barriers hinder information exchange. Lack of ELL certified staff.

Problem Statement 9: Students encounter significant challenges in phonics acquisition. **Critical Root Cause:** Inconsistent of fidelity and teacher training of Heggerty/Phonics hinder the program's effectiveness. Lack of strong tier 1 instruction within the new curriculum that arrived late and no previous curriculum for multiple years. Limited opportunities for training on the new curriculum prior to the school year. Ineffective scheduling and classroom structure

Connectedness

Connectedness Summary

Initiatives aimed at strengthening communication systems and fostering a positive culture are being implemented across the district. These include the development of culture plans, professional development focused on diversity, equity, and inclusion, and commitments to increasing student, staff, family, and community engagement through equitable structures. However, challenges remain in implementation and sustainability, requiring enhanced capacity-building and support for staff. Additionally, coordination and communication issues are highlighted, with scheduling concerns and last-minute changes highlighting the need for improved processes. Policy inconsistencies and enforcement are also being addressed, emphasizing the need for comprehensive review, communication, and enforcement mechanisms.

Connectedness Strengths

The district exhibits numerous qualities in its dedication to cultivating robust relationships and a favorable culture. The execution of a district-wide communication plan demonstrates a commitment to establishing reliable partnerships with stakeholders by enhancing communication systems. In addition, efforts to foster a secure and morally consistent culture, such as the creation of a culture plan and the offering of professional training on diversity, equity, and inclusion, demonstrate a proactive strategy for establishing an inclusive atmosphere. The recognition and use of diverse communication channels, such as social media, automated phone calls, teacher applications, and platforms like Remind 101, demonstrate the district's dedication to involving families and establishing links between the school and the community. The district promotes a supportive and collaborative educational environment by stressing improved communication, which builds a sense of closeness among students, families, educators, and the greater community.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Despite efforts to improve communication, structures, and functionality within the district through the utilization of an outside contractor Mineral County School District (MCSD) continues to struggle with implementing and maintaining new structures and initiatives. **Critical Root Cause:** Insufficient staff capacity to execute and sustain recommendations, Staff buy in and involvement vary, resulting in inconsistent effort and execution. Staff may oppose change, making it difficult to implement new practices or institutions. Lack of follow-up or responsibility to ensure new policy or procedure adherence, permitting implementation and enforcement of gaps.

Problem Statement 2 (Prioritized): Mineral County School District a lack of internal structures, causing frustration and last-minute changes impacting the efficiency and effectiveness of operations and activities. **Critical Root Cause:** Lack of internal procedures or protocols, leading to inconsistencies and conflicts in scheduling across schools or departments. Insufficient 2-way communication or coordination between stakeholders involved in the scheduling process, resulting in misunderstandings or conflicting priorities. Limited staff knowledge of how to utilize website for district calendar.

Problem Statement 3 (Prioritized): There is a lack of updated policies, knowledge of policies within Mineral County School District, leading to inconsistencies and potential safety concerns. **Critical Root Cause:** Limited resources for examining and modifying district policies to meet changing best practices or regulatory requirements. Lack of accountability or repercussions for district policy violations, resulting in inconsistent enforcement and adherence. Culture or system that values individuality over policy, resulting in lax enforcement or resistant to change.

Problem Statement 4: There is division amongst native and non-native community members within Mineral County School District, exacerbated by accusations of racism between staff of various cultures. This division undermines the district's goal of building a safe and values-aligned culture and hampers efforts to create equitable and inclusive structures for decision-making and collaboration. **Critical Root Cause:** Historical conflicts and institutional inequities between native and non-native community members cause distrust and resentment from Native community. Insufficient 2-way communication and collaboration systems to promote conversation and reconciliation between native and non-native stakeholders perpetuate division and alienation.

Problem Statement 5: The desire of the native campus to be included in district-wide decision-making while maintaining autonomy presents a challenge to fostering collaboration and trust between campuses. This dichotomy inhibits the district's ability to create cohesive and inclusive structures for transparent decision-making and engagement. **Critical Root Cause:** Lack of clarity or alignment in district policies and practices surrounding campus autonomy and inclusiveness. Insufficient 2-way communication and coordination between the district administration and the native campus hinders efforts to develop shared values and goals. Historic power dynamics and cultural views affect autonomy and collaboration, making it harder to achieve district vision.

Problem Statement 6: Accusations of racism within the district contribute to a toxic culture that undermines trust and collaboration among stakeholders. This toxic environment impedes progress towards building a safe and values-aligned culture and hinders efforts to increase engagement and inclusion. **Critical Root Cause:** Limited diversity, equity, and inclusion training and support for staff to identify and confront biases and prejudices perpetuates discrimination. Systemic disparities and power imbalances in the district cause some groups to feel marginalized and resentful.

Problem Statement 7: There is a lack of clear processes for making decisions, and fostering effective communication both internally and with the community. **Critical Root Cause:** Inadequate communication within the district and with the community leads to misunderstandings, delays, and a lack of clarity regarding important information and initiatives. Lack of clear processes and procedures creates ambiguity and inefficiencies within the district.

Problem Statement 8: The community, particularly students, expresses significant concerns regarding their safety due to prevalent bullying and violence within the school environment. Additionally, there is widespread use of vaping and other drugs among students, posing serious health risks and safety concerns. **Critical Root Cause:** Normalized substance usage increases student drug experimentation and addiction. Teens in rural places feel depressed and disconnected, which can lead to substance addiction or violence. Drug misuse, violence, and bullying are worsened by poverty. Lack of training of adults. Damaged community/district relationships.

Problem Statement 9: The physical infrastructure of the school reflects neglect, with outdated facilities, poor electrical and plumbing systems that fail to support program needs, and buildings in a state of disrepair. The overall appearance of multiple school buildings characterized by dingy walls and a lackluster environment, further exacerbates feelings of neglect and safety concerns among students. **Critical Root Cause:** Inadequate facilities, poor electrical systems, and deteriorating buildings that contribute to feelings of insecurity, disengagement, and lack of pride for students and community. Multiple years of administration turn over and missing Capital Improvement Plans.

Instructional Practices and Supports

Instructional Practices and Supports Summary

The introduction of Professional Learning Communities (PLCs) and the introduction of new curriculum and foundational structures demonstrate a commitment to collaborative professional development and learning. However, challenges such as teacher attendance, participation, and resistance to change hinder the effectiveness of PLCs. Resistance to change persists, particularly regarding new curriculum and lesson planning expectations. Collaboration and relationship-building across the district remain challenging, highlighting the need for improved communication and collaboration strategies. Inconsistency and misalignment in scheduling and grading policies pose barriers to equitable educational experiences for all students.

Finding the right balance between engaging non-instructional activities and instructional time is essential for fostering a conducive learning environment. At times students lose significant instructional time for these activities. Staff coverage is another challenge, as teachers often cover for absent colleagues, resulting in double classes or missed preparation periods. Addressing staff shortages is essential to ensure teachers have the necessary time and resources to deliver effective instruction and support student learning.

Instructional Practices and Supports Strengths

The implementation of Professional Learning Communities (PLCs) and data collection and review structures at all campuses demonstrates a commitment to collaborative professional development and learning. These structures enhance instructional practices by providing opportunities for educators to share best practices and address challenges. Staff recruitment efforts, including out-of-state recruitment and incentives, contribute to building a talented and inclusive teaching workforce. The new curriculum and foundational structures provide students with high-quality instructional materials, enriching instructional practices and supporting student achievement.

Problem Statements Identifying Instructional Practices and Supports Needs

Problem Statement 1 (Prioritized): Professional development (PD) is provided, but needs to be differentiated for teacher/site needs. Some teachers lack buy in to engage in or implement the training effectively. **Critical Root Cause:** Insufficient coaching and self-reflection following PD/PLC. PD/PLC programs may not be targeted to teachers' perceived needs or skill levels, causing disengagement or difficulties implementing new knowledge. Low accountability expectations and follow through.

Problem Statement 2: Previous high levels of autonomy and low accountability for teachers have resulted in significant struggles with adapting to changes in leadership, curriculum, and instructional expectations. **Critical Root Cause:** Cultural or historical educational practices that value teacher autonomy over district-wide goals and vision and activities. Failure to communicate and enforce responsibilities and policy requirements. Veteran teachers used to autonomy resist change, making it hard to implement new methods or projects. High administration turn.

Problem Statement 3: Our educational institution faces challenges in recruiting and retaining highly qualified staff resulting in a homogenous teaching population and high turnover, which hinders our ability to address diverse student needs effectively and adapt to new expectations and initiatives. **Critical Root Cause:** Rural locations causes challenges in recruiting and retaining highly qualified and diverse staff. Limited exposure to diverse teaching environments or professional development opportunities focused on best practice, cultural competency and diversity awareness.

Problem Statement 4: While classrooms implementing new ELA curriculum with fidelity show growth, inconsistency arises due to a lack of fidelity and accountability in implementation across all teachers. **Critical Root Cause:** Inadequate monitoring or accountability measures to ensure all teachers adhere to fidelity standards in implementing the new curriculum. Variability in teacher expertise or readiness to implement new teaching methods and materials. Teachers perception of training and time with the curriculum. Staff buy in

Problem Statement 5: Tutoring and intervention programs are offered, but they lack structure and rigor, failing to effectively support student learning and growth. **Critical Root Cause:** Lack of clear guidelines or standards for tutoring/intervention programs, resulting in inconsistent quality across sessions. Insufficient training or support for tutors/intervention teachers to deliver effective instruction and support. Limited qualified staff of variable contents.

Problem Statement 6: There is a lack of rigor, effective classroom management, and high expectations for students across various grade levels, leading to sub-optimal academic performance and disengagement. **Critical Root Cause:** Lack of follow-through on training for rigorous instructional strategies, inconsistent classroom management due to varying teacher experience and buy-in, and limited resources for addressing behavioral issues. Cultural and systemic factors, not prioritizing rigorous academic standards, and no accountability measures or systems like PBIS to ensure adherence to expectations.

Problem Statement 7: The lack of administrative experience and knowledge to effectively utilize discretionary, grant and federal funding hinders the improvement of overall school performance and student success. **Critical Root Cause:** Insufficient training, knowledge or expertise for school administrators to strategically allocate funds to school improvement initiatives. Lack of expertise prevents efficient resource leveraging to improve instructional practices and supports.

Problem Statement 8: Multiple compliance and funding issues have been identified in accordance to all Federal Titles Programs. **Critical Root Cause:** The previous lack of a dedicated Title 1 director led to challenges in compliance and fund utilization within our small rural school. Although the recent appointment of a Title 1 director has improved these aspects, they face multiple responsibilities, highlighting an urgent need to ensure the role remains focused on effectively managing Title 1 funds and maintaining regulatory compliance.

Problem Statement 9: Behavioral issues due to a trauma-ridden community, economic disadvantages, high drug use, and lack of value for education, are exacerbated by the absence of a Positive Behavioral Interventions framework. **Critical Root Cause:** Economic disadvantage, single-parent households, generational poverty, limited access to resources, and systemic barriers contribute to stress and trauma. Lack of PBIS system and newly implemented Restorative Justice program. Limited mental health programs. Lack of training for teachers, administrators, students and parents.

Problem Statement 10 (Prioritized): Many teachers lack familiarity with implementing differentiation, special education services, scaffolding, and culturally relevant strategies, leading to instructional approaches that do not address diverse student needs. Additionally, inconsistency of data-driven decision-making in instructional planning, further hindering targeted support efforts. **Critical Root Cause:** Limited professional development opportunities and low expectations among teachers hinder effective implementation. Previous pull-out nature of SPED services further complicates the process of moving to co-teaching structures. IIPs not implemented district wide with fidelity or accountability.

Problem Statement 11 (Prioritized): Ineffective scheduling, time management, and use of instructional time in the educational environment, exacerbated by multiple extra curricular disruptions, inconsistent classroom structure, and teacher mindset, lead to frustration. **Critical Root Cause:** Inconsistent Tier 1 instruction fails to fulfill varied learning demands, resulting in knowledge and skill gaps. Teacher perception of insufficient time to teach the curriculum suggests a systemic issue with time allocation and instructional priorities. lack of organization and routine. Inefficient campus level scheduling and time management

Problem Statement 12: Testing irregularities in the educational system persist due to students and teachers not taking assessments seriously, extended periods, and lack of accommodations for students with IEPs or Section 504 plans. Students view testing as irrelevant and unimportant, leading to poor results over time. **Critical Root Cause:** Poor Testing Environment: Discomfort, distractions, and other factors might hurt students. Not providing proper accommodations hinders students' ability to demonstrate their knowledge and skills. Students may view testing as unrelated to their education, reducing intrinsic motivation. Multiple years of poor test results indicate systemic issues requiring extensive intervention.

Stakeholder Engagement

Stakeholder Engagement Summary

Prompt	Response
In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially & ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.	The district employs various strategies to engage required stakeholder groups in needs assessment and decision-making processes. This includes the establishment of district advisory committees such as the Title 1 committee and planned creation of committees for Indian Education, Special Education, and English Language Learners. Additionally, the district fosters parent and family engagement through initiatives like parent-teacher conferences and family engagement nights, while also utilizing surveys and improved social media and digital communications to reach historically underrepresented groups and other hard-to-reach populations.
What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?	From our stakeholder groups, we have learned valuable lessons that are shaping our improvement priorities for the upcoming school year. Firstly, we recognize the pressing issue of lack of attendance, which we aim to address through targeted strategies to enhance engagement and participation. Additionally, we understand the challenges posed by conflicting events across the district, such as sports events, which impact scheduling and attendance. To mitigate this, we plan to implement proactive measures to streamline scheduling and minimize conflicts. Furthermore, our stakeholders emphasized the importance of food in attracting attendees, which we will incorporate into our event planning efforts. Lastly, we acknowledge the significance of addressing the division between district-wide events and we are committed to fostering unity and collaboration across all segments of our community.

Prompt	Response
What has worked well in your previous engagement efforts? What might you do differently to increase or improve engagement moving forward?	Events offering prizes or food have proven effective in previous engagement efforts. To further increase and improve engagement, especially with our native families, we might consider implementing culturally relevant activities and incorporating traditional foods or ceremonies into our events. Additionally, partnering with local tribal leaders and organizations to co-host events and ensuring representation of indigenous cultures in event planning and programming can foster a sense of inclusion and belonging. Moreover, providing transportation assistance and childcare services to facilitate attendance for families facing logistical challenges can help overcome barriers to engagement. Lastly, prioritizing active listening and 2-way communication with native families into event planning processes can ensure that our engagement efforts are tailored to meet their needs and preferences effectively.

Problem Statements Identifying Stakeholder Engagement Needs

- Problem Statement 1:** There is division amongst native and non-native community members within Mineral County School District, exacerbated by accusations of racism between staff of various cultures. This division undermines the district's goal of building a safe and values-aligned culture and hampers efforts to create equitable and inclusive structures for decision-making and collaboration. **Critical Root Cause:** Historical conflicts and institutional inequities between native and non-native community members cause distrust and resentment from Native community. Insufficient 2-way communication and collaboration systems to promote conversation and reconciliation between native and non-native stakeholders perpetuate division and alienation.
- Problem Statement 2:** The desire of the native campus to be included in district-wide decision-making while maintaining autonomy presents a challenge to fostering collaboration and trust between campuses. This dichotomy inhibits the district's ability to create cohesive and inclusive structures for transparent decision-making and engagement. **Critical Root Cause:** Lack of clarity or alignment in district policies and practices surrounding campus autonomy and inclusiveness . Insufficient 2-way communication and coordination between the district administration and the native campus hinders efforts to develop shared values and goals. Historic power dynamics and cultural views affect autonomy and collaboration, making it harder to achieve district vision.
- Problem Statement 3:** Accusations of racism within the district contribute to a toxic culture that undermines trust and collaboration among stakeholders. This toxic environment impedes progress towards building a safe and values-aligned culture and hinders efforts to increase engagement and inclusion. **Critical Root Cause:** Limited diversity, equity, and inclusion training and support for staff to identify and confront biases and prejudices perpetuates discrimination. Systemic disparities and power imbalances in the district cause some groups to feel marginalized and resentful.
- Problem Statement 4 (Prioritized):** Despite efforts to improve communication, structures, and functionality within the district through the utilization of an outside contractor Mineral County School District (MCSD) continues to struggle with implementing and maintaining new structures and initiatives. **Critical Root Cause:** Insufficient staff capacity to execute and sustain recommendations, Staff buy in and involvement vary, resulting in inconsistent effort and execution. Staff may oppose change, making it difficult to implement new practices or institutions. Lack of follow-up or responsibility to ensure new policy or procedure adherence, permitting implementation and enforcement of gaps.
- Problem Statement 5 (Prioritized):** Low stakeholder engagement in the school system is prevalent. lack positive communication, and cultural concerns exacerbate the problem.

Scheduling events is a significant obstacle. **Critical Root Cause:** Past negative experiences, school's physical environment lacks a sense of belonging, lack of trust, community's size and limited resources may hinder effective engagement initiatives, Difficulties in scheduling events outside school hours limit involvement opportunities.

Priority Problem Statements

Problem Statement 1: Lack of growth in math performance among students in grades 7-8, and minimal growth is observed in math for students in grades K-6 and 9-12 despite new curriculum.

Critical Root Cause 1: Lack of teacher preparation, resources, and qualified math instructors. Insufficient support for struggling students. Late curriculum acquisition and failure to use data-driven decision-making and effective classroom management result in teaching practices that don't meet student needs, including lack of differentiation and teaching below grade level.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Chronic attendance issues, including absenteeism, tardiness, and lack of student engagement.

Critical Root Cause 2: Attendance issues are caused by systemic, environmental, and cultural factors. Economic pressures, family dynamics, and community influences contribute to absenteeism and tardiness. System for addressing this is not currently in place.

Problem Statement 2 Areas: Student Success

Problem Statement 3: Professional development (PD) is provided, but needs to be differentiated for teacher/site needs. Some teachers lack buy in to engage in or implement the training effectively.

Critical Root Cause 3: Insufficient coaching and self-reflection following PD/PLC. PD/PLC programs may not be targeted to teachers' perceived needs or skill levels, causing disengagement or difficulties implementing new knowledge. Low accountability expectations and follow through.

Problem Statement 3 Areas: Instructional Practices and Supports

Problem Statement 4: Many teachers lack familiarity with implementing differentiation, special education services, scaffolding, and culturally relevant strategies, leading to instructional approaches that do not address diverse student needs. Additionally, inconsistency of data-driven decision-making in instructional planning, further hindering targeted support efforts.

Critical Root Cause 4: Limited professional development opportunities and low expectations among teachers hinder effective implementation. Previous pull-out nature of SPED services further complicates the process of moving to co-teaching structures. IIPs not implemented district wide with fidelity or accountability.

Problem Statement 4 Areas: Student Success - Instructional Practices and Supports

Problem Statement 5: Ineffective scheduling, time management, and use of instructional time in the educational environment, exacerbated by multiple extra curricular disruptions, inconsistent classroom structure, and teacher mindset, lead to frustration.

Critical Root Cause 5: Inconsistent Tier 1 instruction fails to fulfill varied learning demands, resulting in knowledge and skill gaps. Teacher perception of insufficient time to teach the curriculum suggests a systemic issue with time allocation and instructional priorities. lack of organization and routine. Inefficient campus level scheduling and time management

Problem Statement 5 Areas: Instructional Practices and Supports

Problem Statement 6: Mineral County School District a lack of internal structures, causing frustration and last-minute changes impacting the efficiency and effectiveness of operations and activities.

Critical Root Cause 6: Lack of internal procedures or protocols, leading to inconsistencies and conflicts in scheduling across schools or departments. Insufficient 2-way communication or coordination between stakeholders involved in the scheduling process, resulting in misunderstandings or conflicting priorities. Limited staff knowledge of how to utilize website for district calendar.

Problem Statement 6 Areas: Connectedness

Problem Statement 7: There is a lack of updated policies, knowledge of policies, and enforcement of policies within Mineral County School District, leading to inconsistencies and potential safety concerns.

Critical Root Cause 7: Limited resources for examining and modifying district policies to meet changing best practices or regulatory requirements. Lack of accountability or repercussions for district policy violations, resulting in inconsistent enforcement and adherence. Culture or system that values individuality over policy, resulting in lax enforcement or resistant to change.

Problem Statement 7 Areas: Connectedness

Problem Statement 8: Low stakeholder engagement in the school system is prevalent. lack positive communication, and cultural concerns exacerbate the problem. Scheduling events is a significant obstacle.

Critical Root Cause 8: Past negative experiences, school's physical environment lacks a sense of belonging, lack of trust, community's size and limited resources may hinder effective engagement initiatives, Difficulties in scheduling events outside school hours limit involvement opportunities.

Problem Statement 8 Areas: Stakeholder Engagement

Problem Statement 9: Despite efforts to improve communication, structures, and functionality within the district through the utilization of an outside contractor Mineral County School District (MCSD) continues to struggle with implementing and maintaining new structures and initiatives.

Critical Root Cause 9: Insufficient staff capacity to execute and sustain recommendations, Staff buy in and involvement vary, resulting in inconsistent effort and execution. Staff may oppose change, making it difficult to implement new practices or institutions. Lack of follow-up or responsibility to ensure new policy or procedure adherence, permitting implementation and enforcement of gaps.

Problem Statement 9 Areas: Connectedness - Stakeholder Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- Current and longitudinal results, End-of-Course current and longitudinal results, Retest questions
- English Language Proficiency Assessment System results
- Postsecondary college, and career ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT, ACT, PSAT or ASPIRE

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- Migrant
- At-risk
- EL
- Career and Technical Education (CTE)
- STEM/STEAM
- Section 504 data
- Homeless data
- Foster
- Dual credit

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Social Emotional Learning
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- School leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: By 2024/2025, enhance teacher capacity and implement structural and instructional improvements in K-12 classrooms. Ensure 90% participation in PD sessions and 100% alignment with curriculum standards, resulting in a minimum 10% increase in proficiency rate in Math and 15% increase in ELA.

Annual Performance Objective 1: Develop and implement a district-wide professional development (PD) program tailored to enhance teacher capacity in instructional strategies, differentiated instruction, and assessment techniques, ensuring alignment with district goals and standards.

Evaluation Data Sources: Pre and Post Surveys: Assess teachers' knowledge, confidence, and effectiveness in ELA and math instructional strategies.

- * Teacher Self-Assessment: Gauge perceived growth and development.
- * Classroom Observations and Walkthroughs: Assess implementation of strategies in real classroom settings.
- * Student Achievement Data: Analyze changes in student learning outcomes post-PD program.
- * Teacher Reflections and Feedback: Provide opportunities for teachers to reflect on learning experiences.
- * Alignment with District Goals and Standards: Evaluate program alignment with district goals, standards, and curriculum frameworks.
- * Attendance and Participation Records: Track attendance and participation rates in PD sessions.
- * Follow-up Interviews or Focus Groups: Gather qualitative insights into teachers' experiences with the PD program.
- * Peer Observations and Feedback: Promote collaboration and sharing of effective instructional practices.
- * Longitudinal Data Analysis: Assess program's sustained impact on teacher practice and student outcomes.

Improvement Strategy 1 Details	Reviews			
	Status Check			EOY Reflection
	Nov	Jan	Mar	June
Improvement Strategy 1: Plan targeted PD workshops and seminars focused on ELA and Math instructional strategies, differentiated instruction, and assessment techniques, facilitated by experts in the field. Action Step's Expected Result/Impact: Increased teacher proficiency in implementing research-based instructional strategies, leading to more effective teaching practices and improved student engagement and understanding in ELA and math. Position Responsible: Curriculum Director, Administrators, Superintendent Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong Problem Statements/Critical Root Causes: Student Success 1, 7 - Instructional Practices and Supports 1, 10 Resources and Funding Needed: Professional Development - Title 1003a - \$38,350, Professional Development - Title 1A - \$17,000				

Improvement Strategy 2 Details		Reviews		
Improvement Strategy 2: Establish structured opportunities for grade-level teams to engage in peer observation and collaborative planning sessions. Encourage teachers within the same grade level to observe each other's lessons and provide constructive feedback based on their implementation of instructional strategies. Action Step's Expected Result/Impact: Enhanced collaboration among teachers, fostering a culture of professional growth and accountability, and ensuring consistent implementation of effective teaching practices across classrooms, resulting in improved student outcomes in ELA and math. Position Responsible: Curriculum Director, Administrators Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong Problem Statements/Critical Root Causes: Student Success 7 - Instructional Practices and Supports 1, 10 Resources and Funding Needed: Mentor/Coaching - Title 2a - \$21,700		Status Check		EOY Reflection
		Nov	Jan	Mar
Improvement Strategy 3 Details		Reviews		
Improvement Strategy 3: Offer follow-up workshops and coaching sessions to reinforce PD learning objectives and provide opportunities for teachers to reflect on their implementation of new instructional strategies. Action Step's Expected Result/Impact: Continued growth and refinement of teaching practices, with teachers demonstrating increased confidence and competence in utilizing effective instructional strategies, resulting in sustained improvement in student performance over time. Position Responsible: Instructional Coaches, Admin, Curriculum Director Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong Problem Statements/Critical Root Causes: Student Success 7 - Instructional Practices and Supports 1, 10 Resources and Funding Needed: Recruitment and Retention - AB495 - \$20,000		Status Check		EOY Reflection
		Nov	Jan	Mar
		0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue		

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 1: Lack of growth in math performance among students in grades 7-8, and minimal growth in math for students in grades K-6 and 9-12 despite new curriculum. **Critical Root Cause:** Lack of teacher preparation, resources, and qualified math instructors. Insufficient support for struggling students. Late curriculum acquisition and failure to use data-driven decision-making and effective classroom management result in teaching practices that don't meet student needs, including lack of differentiation and teaching below grade level.

Problem Statement 7: Many teachers lack familiarity with implementing differentiation, special education services, scaffolding, and culturally relevant strategies, leading to instructional approaches that do not address diverse student needs. Additionally, inconsistency of data-driven decision-making in instructional planning, further hindering targeted support efforts. **Critical Root Cause:** Limited professional development opportunities and low expectations among teachers hinder effective implementation. Previous pull-out nature of SPED services further complicates the process of moving to co-teaching structures. IIPs not implemented district wide with fidelity or accountability.

Instructional Practices and Supports

Problem Statement 1: Professional development (PD) is provided, but needs to be differentiated for teacher/site needs. Some teachers lack buy in to engage in or implement the training effectively. **Critical Root Cause:** Insufficient coaching and self-reflection following PD/PLC. PD/PLC programs may not be targeted to teachers' perceived needs or skill levels, causing disengagement or difficulties implementing new knowledge. Low accountability expectations and follow through.

Problem Statement 10: Many teachers lack familiarity with implementing differentiation, special education services, scaffolding, and culturally relevant strategies, leading to instructional approaches that do not address diverse student needs. Additionally, inconsistency of data-driven decision-making in instructional planning, further hindering targeted support efforts. **Critical Root Cause:** Limited professional development opportunities and low expectations among teachers hinder effective implementation. Previous pull-out nature of SPED services further complicates the process of moving to co-teaching structures. IIPs not implemented district wide with fidelity or accountability.

Goal 1: By 2024/2025, enhance teacher capacity and implement structural and instructional improvements in K-12 classrooms. Ensure 90% participation in PD sessions and 100% alignment with curriculum standards, resulting in a minimum 10% increase in proficiency rate in Math and 15% increase in ELA.

Annual Performance Objective 2: Ensure the consistent implementation of all curriculum and interventions with fidelity across all grade levels by providing ongoing training, resources, and support for teachers. Monitor fidelity of implementation through regular classroom observations, data analysis, and feedback mechanisms to ensure that instructional practices align with established standards and research-based strategies, resulting in improved student performance.

Evaluation Data Sources: Classroom observations, student work samples, teacher surveys

Improvement Strategy 1 Details		Reviews		
		Status Check		EOY Reflection
		Nov	Jan	Mar
Improvement Strategy 1: Implement a coaching and mentoring program where experienced teachers or instructional coaches provide ongoing support and feedback to their peers in instruction, fidelity of the curriculum, and interventions. Action Step's Expected Result/Impact: Teachers will develop a deeper understanding of the math and ELA curriculum and interventions, leading to improved instructional practices and fidelity to the established standards and strategies. With ongoing training, resources, and support, teachers will consistently implement the math and ELA curriculum and interventions across all grade levels, ensuring alignment with established standards and research-based strategies. Position Responsible: Dean, Curriculum, Administrators Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong Problem Statements/Critical Root Causes: Student Success 7 - Instructional Practices and Supports 1, 10, 11 Resources and Funding Needed: PD for curriculum - Title 1A - \$15,000, coaching/mentor - Title 2a - \$21,700				

Improvement Strategy 2 Details					Reviews		
Improvement Strategy 2: Develop and curate a repository of resources, lesson plans, and teaching materials aligned with all courses. Ensure alignment with scope and sequence, common assessments, and scheduling. Implement established mechanisms to monitor fidelity and provide ongoing support to address implementation challenges encountered by all teachers. Action Step's Expected Result/Impact: As a result of consistent implementation of the curriculum and interventions with fidelity, student performance in math and ELA is expected to improve. Students will receive high-quality instruction that meets their individual needs, leading to greater academic achievement. Position Responsible: Coaches, Administrators Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong Problem Statements/Critical Root Causes: Instructional Practices and Supports 11					Status Check		EOY Reflection
					Nov	Jan	Mar
							June
					Reviews		
Improvement Strategy 3 Details Improvement Strategy 3: Conduct regular professional development workshops focused on curriculum and interventions. These workshops should provide teachers with training on effective instructional strategies, differentiated instruction methods, and utilization of intervention resources. Workshops should emphasize the importance of fidelity to the curriculum and interventions. Will be done in district wide pd, site level pd, and PLC. Action Step's Expected Result/Impact: Teachers will develop a deeper understanding of the math and ELA curriculum and interventions, leading to improved instructional practices and fidelity to the established standards and strategies. Position Responsible: Curriculum Director, coaches, administrators Student Groups This Strategy Targets: EL, Students with Disabilities, Racial/Ethnic Groups, At Risk - Evidence Level: Strong Problem Statements/Critical Root Causes: Student Success 1, 7 - Instructional Practices and Supports 1, 10, 11 Resources and Funding Needed: PLC resources - Title 1A - \$5,000					Status Check		EOY Reflection
					Nov	Jan	Mar
							June

Improvement Strategy 4 Details		Reviews			
Improvement Strategy 4: Implement a data-driven instructional approach, providing teachers with access to student performance data and assessment results. Train them to analyze data, adjust strategies, and use formative and summative assessments for continuous improvement. Action Step's Expected Result/Impact: * Higher Student Achievement: Individualized education helps close learning gaps. * Teacher Effectiveness: Analyzing student performance data helps teachers make educated instructional decisions. Comprehensive student data enables differentiated education to accommodate unique learning demands. Data-informed instructional techniques offer focused professional development, improving teaching and learning over time. Formative assessments track student achievement and alter curriculum, increasing student engagement and motivation. Data-driven education supports school development and creates a supportive learning environment. Position Responsible: Curriculum Director, Coaches, Administrators, teachers Student Groups This Strategy Targets: EL, Students with Disabilities, At Risk - Evidence Level: Strong		Status Check		EOY Reflection	
		Nov	Jan	Mar	June
		0% No Progress 100% Accomplished Continue/Modify ➔ ✗ Discontinue			

Annual Performance Objective 2 Problem Statements:

Student Success
Problem Statement 1: Lack of growth in math performance among students in grades 7-8, and minimal growth is observed in math for students in grades K-6 and 9-12 despite new curriculum. Critical Root Cause: Lack of teacher preparation, resources, and qualified math instructors. Insufficient support for struggling students. Late curriculum acquisition and failure to use data-driven decision-making and effective classroom management result in teaching practices that don't meet student needs, including lack of differentiation and teaching below grade level. Problem Statement 7: Many teachers lack familiarity with implementing differentiation, special education services, scaffolding, and culturally relevant strategies, leading to instructional approaches that do not address diverse student needs. Additionally, inconsistency of data-driven decision-making in instructional planning, further hindering targeted support efforts. Critical Root Cause: Limited professional development opportunities and low expectations among teachers hinder effective implementation . Previous pull-out nature of SPED services further complicates the process of moving to co-teaching structures. IIPs not implemented district wide with fidelity or accountability.
Instructional Practices and Supports
Problem Statement 1: Professional development (PD) is provided, but needs to be differentiated for teacher/site needs. Some teachers lack buy in to engage in or implement the training effectively. Critical Root Cause: Insufficient coaching and self-reflection following PD/PLC. PD/PLC programs may not be targeted to teachers' perceived needs or skill levels, causing disengagement or difficulties implementing new knowledge. Low accountability expectations and follow through.

Instructional Practices and Supports

Problem Statement 10: Many teachers lack familiarity with implementing differentiation, special education services, scaffolding, and culturally relevant strategies, leading to instructional approaches that do not address diverse student needs. Additionally, inconsistency of data-driven decision-making in instructional planning, further hindering targeted support efforts. **Critical Root Cause:** Limited professional development opportunities and low expectations among teachers hinder effective implementation. Previous pull-out nature of SPED services further complicates the process of moving to co-teaching structures. IIPs not implemented district wide with fidelity or accountability.

Problem Statement 11: Ineffective scheduling, time management, and use of instructional time in the educational environment, exacerbated by multiple extra curricular disruptions, inconsistent classroom structure, and teacher mindset, lead to frustration. **Critical Root Cause:** Inconsistent Tier 1 instruction fails to fulfill varied learning demands, resulting in knowledge and skill gaps. Teacher perception of insufficient time to teach the curriculum suggests a systemic issue with time allocation and instructional priorities. Lack of organization and routine. Inefficient campus level scheduling and time management

Goal 1: By 2024/2025, enhance teacher capacity and implement structural and instructional improvements in K-12 classrooms. Ensure 90% participation in PD sessions and 100% alignment with curriculum standards, resulting in a minimum 10% increase in proficiency rate in Math and 15% increase in ELA.

Annual Performance Objective 3: Foster a culture of literacy and numeracy throughout the school community by promoting reading and math initiatives, celebrating student achievements, and providing resources for families to support learning at home.

Evaluation Data Sources: * Pre and Post Surveys: Evaluate instructors' ELA and math instructional strategies knowledge, confidence, and effectiveness.

* Self-assess teacher growth and development.

Classroom observations and walkthroughs: Evaluate tactics in real classrooms.

* Student Achievement Data: Assess post-PD learning outcomes.

Teacher Reflections and Feedback: Let teachers reflect on learning.

Assess program alignment with district goals, standards, and curriculum frameworks.

Attendance and Participation Records: Track PD session attendance and participation.

* Follow-up interviews or focus groups: Learn instructors' PD program experiences qualitatively.

Peer Observations and Feedback: Encourage collaboration and sharing excellent teaching methods.

Longitudinal Data Analysis: Evaluate program's long-term effects on teacher practice and student results.

Improvement Strategy 1 Details	Reviews			
	Status Check			EOY Reflection
	Nov	Jan	Mar	June
Improvement Strategy 1: Develop and implement structured reading and math initiatives within the school community, such as reading challenges, math clubs, literacy nights, and math competitions. These initiatives will provide opportunities for students to engage in meaningful literacy and numeracy activities, both inside and outside the classroom, fostering a culture of enthusiasm and proficiency in these subjects. Action Step's Expected Result/Impact: Increased student engagement and participation in literacy and numeracy activities. Improvement in reading and math skills and proficiency among students. Cultivation of a positive attitude towards reading and math, fostering a lifelong love for learning in these subjects. Strengthening of the school community through shared experiences and collaborative learning opportunities. Position Responsible: Parent liaisons, curriculum director, literacy team, site committees Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk Problem Statements/Critical Root Causes: Student Success 1, 6 - Stakeholder Engagement 5 Resources and Funding Needed: books/library - Title 1A - \$4,800, event supplies - Title 1A - \$5,000				

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: Recognize and celebrate student achievements in reading and math through various means such as awards ceremonies, bulletin board displays, newsletters, and social media posts. Highlight student accomplishments, progress, and growth in these areas to reinforce the importance of literacy and numeracy and to inspire other students to excel. Action Step's Expected Result/Impact: Boosted student motivation and self-esteem as they receive recognition for their accomplishments. Creation of a positive and supportive learning environment where students feel valued and appreciated. Encouragement of healthy competition and a desire for continuous improvement among students. Enhancement of school pride and spirit as achievements are celebrated and shared within the community. Position Responsible: Administrators Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Promising Problem Statements/Critical Root Causes: Student Success 6 - Stakeholder Engagement 5 Resources and Funding Needed: Incentives - Title 1A - 610 - \$8,000, incentives - AB495 - 610 - \$20,000	Status Check			EOY Reflection		
	Nov	Jan	Mar	June		
Improvement Strategy 3 Details				Reviews		
Improvement Strategy 3: Develop and distribute resources and support materials to families to facilitate literacy and numeracy activities at home. Offer workshops, seminars, and parent education sessions focused on reading and math strategies, and provide take-home materials such as reading logs, math activity packs, and recommended reading lists. Action Step's Expected Result/Impact: Empowerment of families to play an active role in supporting their child's literacy and numeracy development. Strengthening of the home-school partnership as families and schools collaborate to promote student success. Increased involvement of families in their child's education, leading to improved academic outcomes. Reduction of barriers to learning by providing families with the tools and resources needed to support learning at home. Position Responsible: Parent liaisons, administrators, curriculum director Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Promising Problem Statements/Critical Root Causes: Connectedness 1, 2 - Instructional Practices and Supports 11 - Stakeholder Engagement 4, 5	Status Check			EOY Reflection		
	Nov	Jan	Mar	June		
				0% No Progress 100% Accomplished ➔ Continue/Modify ✗ Discontinue		

Annual Performance Objective 3 Problem Statements:

Student Success
Problem Statement 1: Lack of growth in math performance among students in grades 7-8, and minimal growth is observed in math for students in grades K-6 and 9-12 despite new curriculum. Critical Root Cause: Lack of teacher preparation, resources, and qualified math instructors. Insufficient support for struggling students. Late curriculum acquisition and failure to use data-driven decision-making and effective classroom management result in teaching practices that don't meet student needs, including lack of differentiation and teaching below grade level. Problem Statement 6: Chronic attendance issues, including absenteeism, tardiness, and lack of student engagement. Critical Root Cause: Attendance issues are caused by systemic, environmental, and cultural factors. Economic pressures, family dynamics, and community influences contribute to absenteeism and tardiness. System for addressing this is not currently in place.
Connectedness
Problem Statement 1: Despite efforts to improve communication, structures, and functionality within the district through the utilization of an outside contractor Mineral County School District (MCSD) continues to struggle with implementing new structures and initiatives. Critical Root Cause: Insufficient staff capacity to execute and sustain recommendations, Staff buy in and involvement vary, resulting in inconsistent effort and execution. Staff may oppose change, making it difficult to implement new practices or institutions. Lack of follow-up or responsibility to ensure new policy or procedure adherence, permitting implementation and enforcement of gaps. Problem Statement 2: Mineral County School District a lack of internal structures, causing frustration and last-minute changes impacting the efficiency and effectiveness of operations and activities. Critical Root Cause: Lack of internal procedures or protocols, leading to inconsistencies and conflicts in scheduling across schools or departments. Insufficient 2-way communication or coordination between stakeholders involved in the scheduling process, resulting in misunderstandings or conflicting priorities. Limited staff knowledge of how to utilize website for district calendar.
Instructional Practices and Supports
Problem Statement 11: Ineffective scheduling, time management, and use of instructional time in the educational environment, exacerbated by multiple extra curricular disruptions, inconsistent classroom structure, and teacher mindset, lead to frustration. Critical Root Cause: Inconsistent Tier 1 instruction fails to fulfill varied learning demands, resulting in knowledge and skill gaps. Teacher perception of insufficient time to teach the curriculum suggests a systemic issue with time allocation and instructional priorities. lack of organization and routine. Inefficient campus level scheduling and time management
Stakeholder Engagement
Problem Statement 4: Despite efforts to improve communication, structures, and functionality within the district through the utilization of an outside contractor Mineral County School District (MCSD) continues to struggle with implementing and maintaining new structures and initiatives. Critical Root Cause: Insufficient staff capacity to execute and sustain recommendations, Staff buy in and involvement vary, resulting in inconsistent effort and execution. Staff may oppose change, making it difficult to implement new practices or institutions. Lack of follow-up or responsibility to ensure new policy or procedure adherence, permitting implementation and enforcement of gaps. Problem Statement 5: Low stakeholder engagement in the school system is prevalent. lack positive communication, and cultural concerns exacerbate the problem. Scheduling events is a significant obstacle. Critical Root Cause: Past negative experiences, school's physical environment lacks a sense of belonging, lack of trust, community's size and limited resources may hinder effective engagement initiatives, Difficulties in scheduling events outside school hours limit involvement opportunities.

Goal 2: By 2024/2025, aim to decrease chronic absenteeism by 10%, and a 10% increase in community involvement.

Annual Performance Objective 1: Increase Attendance Rates by 10%: Improve student attendance to enhance overall academic performance and engagement.

Evaluation Data Sources: attendance records
absenteeism reports
performance data
student, parent, teacher feedback

Improvement Strategy 1 Details		Reviews		
Improvement Strategy 1: Implement attendance incentive programs in conjunction with PBIS to establish a strong framework focused on developing a safe, respectful, and inclusive environment. Collaborate with community partners and communicate with parents and students about the importance of consistent attendance for academic success, ensuring students feel valued, supported, and motivated to learn. Action Step's Expected Result/Impact: Increased motivation for students to attend school regularly, leading to improved attendance rates and overall academic performance. Enhanced engagement and participation in school activities and learning opportunities among students. Strengthened partnership between the school and families through positive reinforcement of attendance expectations and support for student success. Position Responsible: administration, PBIS teams Student Groups This Strategy Targets: Chronically Absent, At Risk Problem Statements/Critical Root Causes: Student Success 6 - Stakeholder Engagement 5	Status Check		EOY Reflection	
	Nov	Jan	Mar	June
Improvement Strategy 2 Details		Reviews		
Improvement Strategy 2: Assign a dedicated truancy officer to identify and address attendance issues proactively, providing support and resources to students and families facing challenges with attendance. Action Step's Expected Result/Impact: Strengthened partnership between the school and families through positive reinforcement of attendance expectations and support for student success. Position Responsible: SSO, Administrators Student Groups This Strategy Targets: Chronically Absent Resources and Funding Needed: SSO - AB495 - \$95,000	Status Check		EOY Reflection	
	Nov	Jan	Mar	June

0%

No Progress

100%

Accomplished

➔

Continue/Modify

✖

Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 6: Chronic attendance issues, including absenteeism, tardiness, and lack of student engagement. Critical Root Cause: Attendance issues are caused by systemic, environmental, and cultural factors. Economic pressures, family dynamics, and community influences contribute to absenteeism and tardiness. System for addressing this is not currently in place.
Stakeholder Engagement
Problem Statement 5: Low stakeholder engagement in the school system is prevalent. lack positive communication, and cultural concerns exacerbate the problem. Scheduling events is a significant obstacle. Critical Root Cause: Past negative experiences, school's physical environment lacks a sense of belonging, lack of trust, community's size and limited resources may hinder effective engagement initiatives, Difficulties in scheduling events outside school hours limit involvement opportunities.

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Goal 2: By 2024/2025, aim to decrease chronic absenteeism by 10%, and a 10% increase in community involvement.

Annual Performance Objective 2: Increase parent participation in district events by 25% within the next academic year, fostering stronger family-school partnerships and enhancing student success through increased parental involvement

Evaluation Data Sources: Tracking Attendance Records: Tracking attendance at district events to measure parent participation.

- * Administering Surveys and Feedback Forms
- * Tracking Parent Engagement Metrics
- * Analyzing Student Academic/Behavioral Data
- * Monitoring Parent Communication Record
- * Collecting Anecdotal Evidence

Improvement Strategy 1 Details		Reviews		
Improvement Strategy 1: Implement a comprehensive communication plan to inform parents about district events through district website, calendar, newsletters, emails, social media, and automated phone calls, ensuring clear information about benefits, participation opportunities, and diverse preferences. Action Step's Expected Result/Impact: Improved communication, stronger family school partnerships, increased support systems, positive school climate. Position Responsible: Parent Liaison, administrators, communications Student Groups This Strategy Targets: Chronically Absent, At Risk Problem Statements/Critical Root Causes: Student Success 6 - Connectedness 1, 2, 3 - Stakeholder Engagement 4, 5 Resources and Funding Needed: digital communication tools-SMORE - Title 1A - \$650	Status Check		EOY Reflection	
	Nov	Jan	Mar	
Improvement Strategy 2 Details		Reviews		
Improvement Strategy 2: Increase accessibility and participation rates by tailoring event planning and scheduling to cater to the diverse needs of parents, including conducting surveys, scheduling events at different times, and offering transportation assistance. Action Step's Expected Result/Impact: Enhanced satisfaction among parents due to improved accessibility and tailored event planning, leading to strengthened family-school partnerships and increased support for student success. Increase in parent attendance and engagement at district events Position Responsible: Parent Liaison, Administrators, Tribal Council Student Groups This Strategy Targets: Racial/Ethnic Groups, Chronically Absent, At Risk Problem Statements/Critical Root Causes: Connectedness 1, 2 - Instructional Practices and Supports 11 - Stakeholder Engagement 4, 5	Status Check		EOY Reflection	
	Nov	Jan	Mar	

Improvement Strategy 3 Details				Reviews		
Improvement Strategy 3: Establish advisory committees, offer workshops, and recognize and celebrate parent leaders through public recognition and awards. Action Step's Expected Result/Impact: Establishment of advisory committees, workshops, and recognition programs boosts parent involvement. * Advisory committees facilitate two-way communication between parents and school administration. * Recognition and celebration of parent leaders strengthen family-school partnerships. * Increased parent engagement positively impacts student outcomes like academic achievement, attendance, and behavior. Position Responsible: superintendent, parent liaison Student Groups This Strategy Targets: Racial/Ethnic Groups, Chronically Absent, At Risk Problem Statements/Critical Root Causes: Connectedness 1 - Stakeholder Engagement 4, 5				Status Check		EOY Reflection
				Nov	Jan	Mar
						June
				0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue		

Annual Performance Objective 2 Problem Statements:

Student Success
Problem Statement 6: Chronic attendance issues, including absenteeism, tardiness, and lack of student engagement. Critical Root Cause: Attendance issues are caused by systemic, environmental, and cultural factors. Economic pressures, family dynamics, and community influences contribute to absenteeism and tardiness. System for addressing this is not currently in place.
Connectedness
Problem Statement 1: Despite efforts to improve communication, structures, and functionality within the district through the utilization of an outside contractor Mineral County School District (MCSD) continues to struggle with implementing and maintaining new structures and initiatives. Critical Root Cause: Insufficient staff capacity to execute and sustain recommendations, Staff buy in and involvement vary, resulting in inconsistent effort and execution. Staff may oppose change, making it difficult to implement new practices or institutions. Lack of follow-up or responsibility to ensure new policy or procedure adherence, permitting implementation and enforcement of gaps. Problem Statement 2: Mineral County School District a lack of internal structures, causing frustration and last-minute changes impacting the efficiency and effectiveness of operations and activities. Critical Root Cause: Lack of internal procedures or protocols, leading to inconsistencies and conflicts in scheduling across schools or departments. Insufficient 2-way communication or coordination between stakeholders involved in the scheduling process, resulting in misunderstandings or conflicting priorities. Limited staff knowledge of how to utilize website for district calendar. Problem Statement 3: There is a lack of updated policies, knowledge of policies, and enforcement of policies within Mineral County School District, leading to inconsistencies and potential safety concerns. Critical Root Cause: Limited resources for examining and modifying district policies to meet changing best practices or regulatory requirements. Lack of accountability or repercussions for district policy violations, resulting in inconsistent enforcement and adherence. Culture or system that values individuality over policy, resulting in lax enforcement or resistant to change.

Instructional Practices and Supports	
Problem Statement 11: Ineffective scheduling, time management, and use of instructional time in the educational environment, exacerbated by multiple extra curricular disruptions, inconsistent classroom structure, and teacher mindset, lead to frustration. Critical Root Cause: Inconsistent Tier 1 instruction fails to fulfill varied learning demands, resulting in knowledge and skill gaps. Teacher perception of insufficient time to teach the curriculum suggests a systemic issue with time allocation and instructional priorities. lack of organization and routine. Inefficient campus level scheduling and time management	
Stakeholder Engagement	
Problem Statement 4: Despite efforts to improve communication, structures, and functionality within the district through the utilization of an outside contractor Mineral County School District (MCSD) continues to struggle with implementing and maintaining new structures and initiatives. Critical Root Cause: Insufficient staff capacity to execute and sustain recommendations, Staff buy in and involvement vary, resulting in inconsistent effort and execution. Staff may oppose change, making it difficult to implement new practices or institutions. Lack of follow-up or responsibility to ensure new policy or procedure adherence, permitting implementation and enforcement of gaps.	
Problem Statement 5: Low stakeholder engagement in the school system is prevalent. lack positive communication, and cultural concerns exacerbate the problem. Scheduling events is a significant obstacle. Critical Root Cause: Past negative experiences, school's physical environment lacks a sense of belonging, lack of trust, community's size and limited resources may hinder effective engagement initiatives, Difficulties in scheduling events outside school hours limit involvement opportunities.	

Goal 3: By the end of the academic year 2024/2025, improve adherence to district policies and procedures, resulting in greater consistency and safety within Mineral County School District by conducting a comprehensive review, developing targeted training programs, and monitoring compliance rates to achieve a minimum 20% increase in staff compliance.

Annual Performance Objective 1: Increase Awareness and Understanding of District Policies

Evaluation Data Sources: Pre- and post-training assessments measure staff knowledge and understanding of district policies.

- * Surveys gather feedback on policy handbooks' clarity and usefulness.
- * Attendance records and participant feedback assess engagement and effectiveness.
- * Follow-up surveys gauge policy knowledge retention.
- * Online training module completion rates and quiz scores track participation and mastery.
- * User feedback on digital training resources' usability and effectiveness.

Percentage of completion rates for surveys and trainings

Improvement Strategy 1 Details		Reviews		
Improvement Strategy 1: Develop and distribute comprehensive policy handbooks or manuals outlining district policies, procedures, and expectations for staff, students, and parents. Ensure accessibility of documents through digital platforms and training opportunities.		Status Check		EOY Reflection
		Nov	Jan	Mar
Action Step's Expected Result/Impact: Clarity and Consistency: Provides clear, accessible guidance on district policies and procedures, reducing confusion and misunderstandings. * Compliance and Accountability: Serves as essential reference documents for ensuring compliance with legal and regulatory requirements. * Empowerment and Informed Decision-Making: Enables stakeholders to make informed decisions and take appropriate actions. * Efficiency and Accessibility: Distributed through digital platforms for easy updates and distribution. * Communication and Transparency: Promotes open communication and transparency by providing comprehensive information about district policies. Position Responsible: Superintendent, school board				
Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk				

Improvement Strategy 2 Details		Reviews		
Improvement Strategy 2: Utilize digital platforms or learning management systems to deliver online training modules or courses on district policies. Include quizzes, simulations, or interactive modules to reinforce key concepts and encourage active learning. Action Step's Expected Result/Impact: Increases Accessibility and Convenience: Digital platforms provide flexible, remote learning opportunities for stakeholders to familiarize themselves with district policies. * Ensures Consistent and Standardized Training: Modules with quizzes, simulations, and interactive elements ensure uniform instruction and systematic assessment. * Fosters Engagement and Active Learning: Incorporating quizzes, simulations, and interactive modules promotes deeper understanding and retention of policy-related information. * Offers Scalability and Cost-Effectiveness: Modules can be easily replicated and deployed, enabling a broader reach and minimizing costs. * Provides Data-Driven Insights and Continuous Improvement: Data collected on completion rates, quiz scores, and user feedback helps assess the effectiveness of online training and identify areas for improvement. Position Responsible: Technology, HR, Curriculum, Superintendent	Status Check		EOY Reflection	
	Nov	Jan	Mar	
				June
		0% No Progress 100% Accomplished ➔ Continue/Modify ✗ Discontinue		

Goal 3: By the end of the academic year 2024/2025, improve adherence to district policies and procedures, resulting in greater consistency and safety within Mineral County School District by conducting a comprehensive review, developing targeted training programs, and monitoring compliance rates to achieve a minimum 20% increase in staff compliance.

Annual Performance Objective 2: Promote Accountability and Compliance with Policies:

Evaluation Data Sources: Tracking policy violations through incident reports.

- * Assessing staff perceptions of accountability and enforcement efforts.
- * Providing audit reports highlighting areas of improvement.
- * Implementing action plans in response to audit recommendations.
- * Conducting surveys to assess stakeholder perceptions.
- * Documenting collaborative efforts and stakeholder engagement in policy development.
- * Documenting policy review process, identifying outdated policies, and receiving stakeholder feedback.

	Improvement Strategy 1 Details				Reviews		
					Status Check		EOY Reflection
					Nov	Jan	Mar
	Improvement Strategy 1: Establish clear protocols and procedures for monitoring and enforcing district policies, including mechanisms for reporting violations and addressing non-compliance. Provide training and support for administrators, faculty, and staff responsible for policy enforcement. Action Step's Expected Result/Impact: Consistency and Compliance: Standardized protocols ensure uniformity in policy implementation across all schools and departments. * Efficient Reporting and Response: Defined mechanisms for reporting policy violations streamline the process. * Accountability and Transparency: Transparent procedures promote accountability among administrators, faculty, and staff. * Training and Support: Training sessions cover conflict resolution, investigative techniques, and legal considerations related to policy enforcement. * Prevention of Future Violations: Clear expectations and consequences for non-compliance deter future policy violations. * Proactive addressing and ongoing support minimize the likelihood of future policy violations. Position Responsible: HR, Administrators, district legal counsel Problem Statements/Critical Root Causes: Connectedness 2, 3						

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: Conduct regular audits or reviews of policy implementation across district campuses and departments to identify areas of inconsistency or non-adherence. Use findings to inform targeted interventions, training initiatives, and policy revisions as needed. Action Step's Expected Result/Impact: * Regular audits ensure consistent policy implementation across campuses and departments. * Identifies areas of inconsistency or non-adherence, promoting uniform policy implementation. * Regular audits signal adherence to district policies as a priority. * Staff align their practices with established guidelines, promoting accountability and transparency. * Audits identify areas where policies may not be effectively implemented. * Target interventions and training initiatives to address these issues. * Regular audits mitigate potential risks associated with non-compliance or inconsistent policy implementation. * Proactive risk management protects the district's reputation and resources. Position Responsible: Superintendent and HR Problem Statements/Critical Root Causes: Connectedness 1, 2 - Stakeholder Engagement 4				Status Check		EOY Reflection
				Nov	Jan	Mar
						June
Improvement Strategy 3 Details				Reviews		
Improvement Strategy 3: Foster a culture of transparency and shared responsibility by involving stakeholders in policy development and review processes. Solicit feedback, suggestions, and input from staff, students, parents, and community members to ensure policies reflect their needs and priorities. Action Step's Expected Result/Impact: * Fosters transparency and shared responsibility: Involving stakeholders in policy development fosters trust and collaboration, leading to greater support for district policies. * Enhances policy relevance and effectiveness: Actively seeking input from stakeholders provides insights into the real-world implications of proposed policies. * Promotes equity and inclusion: Engaging all segments of the school community, including marginalized groups, ensures fair, equitable policies. * Empowers and empowers stakeholders: Engaging stakeholders in policy development empowers them to take ownership of their policies, fostering a sense of community and shared responsibility. Position Responsible: District Advisory Committee, School Board Problem Statements/Critical Root Causes: Connectedness 3				Status Check		EOY Reflection
				Nov	Jan	Mar
						June

Improvement Strategy 4 Details		Reviews			
Improvement Strategy 4: Conduct a comprehensive review of existing district policies to identify outdated or obsolete policies and procedures. Establish a timeline and process for updating policies in alignment with state regulations, best practices, and emerging needs. Action Step's Expected Result/Impact: Comprehensive review of existing district policies to ensure alignment with state regulations, best practices, and emerging needs. * Identification of outdated or obsolete policies to streamline policy framework. * Updating policies improves efficiency and effectiveness of district operations. * Simplifying policy framework reduces bureaucratic barriers and administrative burdens. * Clear, concise, and easily accessible policies promote clarity and transparency. * Clear policies foster shared understanding of expectations and procedures, leading to consistent and equitable policy implementation. * Proactively addressing equity and inclusion considerations through policy review. Position Responsible: Advisory Committee, School Board Problem Statements/Critical Root Causes: Connectedness 2		Status Check		EOY Reflection	
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No Progress

100%

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Annual Performance Objective 2 Problem Statements:

Connectedness
Problem Statement 1: Despite efforts to improve communication, structures, and functionality within the district through the utilization of an outside contractor Mineral County School District (MCSD) continues to struggle with implementing and maintaining new structures and initiatives. Critical Root Cause: Insufficient staff capacity to execute and sustain recommendations, Staff buy in and involvement vary, resulting in inconsistent effort and execution. Staff may oppose change, making it difficult to implement new practices or institutions. Lack of follow-up or responsibility to ensure new policy or procedure adherence, permitting implementation and enforcement of gaps. Problem Statement 2: Mineral County School District a lack of internal structures, causing frustration and last-minute changes impacting the efficiency and effectiveness of operations and activities. Critical Root Cause: Lack of internal procedures or protocols, leading to inconsistencies and conflicts in scheduling across schools or departments. Insufficient 2-way communication or coordination between stakeholders involved in the scheduling process, resulting in misunderstandings or conflicting priorities. Limited staff knowledge of how to utilize website for district calendar. Problem Statement 3: There is a lack of updated policies, knowledge of policies, and enforcement of policies within Mineral County School District, leading to inconsistencies and potential safety concerns. Critical Root Cause: Limited resources for examining and modifying district policies to meet changing best practices or regulatory requirements. Lack of accountability or repercussions for district policy violations, resulting in inconsistent enforcement and adherence. Culture or system that values individuality over policy, resulting in lax enforcement or resistant to change.

Stakeholder Engagement

Problem Statement 4: Despite efforts to improve communication, structures, and functionality within the district through the utilization of an outside contractor Mineral County School District (MCSD) continues to struggle with implementing and maintaining new structures and initiatives. **Critical Root Cause:** Insufficient staff capacity to execute and sustain recommendations, Staff buy in and involvement vary, resulting in inconsistent effort and execution. Staff may oppose change, making it difficult to implement new practices or institutions. Lack of follow-up or responsibility to ensure new policy or procedure adherence, permitting implementation and enforcement of gaps.

Goal 3: By the end of the academic year 2024/2025, improve adherence to district policies and procedures, resulting in greater consistency and safety within Mineral County School District by conducting a comprehensive review, developing targeted training programs, and monitoring compliance rates to achieve a minimum 20% increase in staff compliance.

Annual Performance Objective 3: Enhance Communication and Documentation of Policies:

Evaluation Data Sources: Utilize policy repositories for analytics.

- * Track user feedback on policy documentation systems.
- * Use surveys to evaluate communication strategies.
- * Document staff responses to policy communications.
- * Assess accessibility and usefulness of training resources.
- * Measure changes in staff knowledge and confidence in policy application.

Improvement Strategy 1 Details		Reviews			
Improvement Strategy 1: Establish centralized repositories or databases for housing and accessing district policies, procedures, and related resources. Ensure that information is up-to-date, easily accessible, and available in multiple formats to accommodate diverse user needs. Action Step's Expected Result/Impact: * Centralized repositories improve accessibility and efficiency by consolidating policy documents and resources. * This approach reduces time and effort required to locate specific policies, promoting efficiency in decision-making and compliance with district guidelines. * Centralized repositories ensure consistent and up-to-date policy dissemination, minimizing the risk of outdated or conflicting information. * Standardized access to policy resources maintains coherence and alignment with district priorities and objectives. * Centralized repositories promote transparency and accountability by providing stakeholders with transparent access to district policies and procedures. * This transparency fosters trust and confidence among stakeholders and enables accountability for adhering to established guidelines. * Centralized repositories serve as valuable resources for training and professional development initiatives, facilitating training sessions and workshops on policy implementation, compliance, and best practices. Position Responsible: Technology Problem Statements/Critical Root Causes: Connectedness 1, 2, 3 - Stakeholder Engagement 4, 5 Resources and Funding Needed: website completion - AB495 - \$50,000	Status Check				EOY Reflection
	Nov	Jan	Mar		

Improvement Strategy 2 Details		Reviews			
Improvement Strategy 2: Implement regular communication strategies, such as newsletters, email updates, or staff meetings, to disseminate information about policy changes, updates, and reminders. Provide opportunities for staff feedback, questions, and clarification on policy-related matters. Action Step's Expected Result/Impact: * Regular communication strategies improve stakeholder awareness and understanding of policy changes. * Consistent sharing of policy updates prevents misunderstandings and promotes clarity. * Regular communication encourages active involvement and collaboration among staff. * This promotes a culture of openness and transparency. * Increased engagement contributes to informed decision-making and collaborative problem-solving. * Proactive dissemination of policy changes reinforces expectations regarding policy compliance. * Staff have access to guidance, resources, and support to understand and implement policies effectively. * Regular communication fosters trust and collaboration among stakeholders. * Transparent sharing of policy changes builds trust in the district's leadership and decision-making. * Trust and collaboration contribute to a positive organizational climate. Position Responsible: Superintendent, Communications Problem Statements/Critical Root Causes: Connectedness 1, 3 - Stakeholder Engagement 4 Resources and Funding Needed: digital communication tools and training - Title 1A - \$650		Status Check			EOY Reflection
		Nov	Jan	Mar	June
Improvement Strategy 3 Details		Reviews			
Improvement Strategy 3: Develop training materials or resources, including videos, info-graphics, or FAQs, to supplement policy documentation and provide additional guidance on interpretation and implementation. Use multimedia formats to enhance engagement and understanding among diverse audiences. Action Step's Expected Result/Impact: Enhances Accessibility and Understanding: Multimedia training materials cater to diverse learning styles and preferences, making complex policy information more engaging. * Facilitates Training Delivery: Videos, info-graphics, and FAQs can be accessed online or distributed electronically, allowing staff to engage with resources at their convenience. * Improves Engagement and Retention: Interactive videos, visually appealing info-graphics, and concise FAQs increase engagement and retention of policy concepts and procedures. * Standardized Interpretation and Consistency: Consistent training materials ensure standardized interpretation and implementation of district policies. * Promotes Alignment in Understanding and Adherence: Clear and concise information presented in a standardized format promotes alignment in understanding and adherence to district policies. Position Responsible: HR, Curriculum Director, technology Problem Statements/Critical Root Causes: Connectedness 3		Status Check			EOY Reflection
		Nov	Jan	Mar	June
		0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Annual Performance Objective 3 Problem Statements:

Connectedness
Problem Statement 1: Despite efforts to improve communication, structures, and functionality within the district through the utilization of an outside contractor Mineral County School District (MCSD) continues to struggle with implementing and maintaining new structures and initiatives. Critical Root Cause: Insufficient staff capacity to execute and sustain recommendations, Staff buy in and involvement vary, resulting in inconsistent effort and execution. Staff may oppose change, making it difficult to implement new practices or institutions. Lack of follow-up or responsibility to ensure new policy or procedure adherence, permitting implementation and enforcement of gaps. Problem Statement 2: Mineral County School District a lack of internal structures, causing frustration and last-minute changes impacting the efficiency and effectiveness of operations and activities. Critical Root Cause: Lack of internal procedures or protocols, leading to inconsistencies and conflicts in scheduling across schools or departments. Insufficient 2-way communication or coordination between stakeholders involved in the scheduling process, resulting in misunderstandings or conflicting priorities. Limited staff knowledge of how to utilize website for district calendar. Problem Statement 3: There is a lack of updated policies, knowledge of policies, and enforcement of policies within Mineral County School District, leading to inconsistencies and potential safety concerns. Critical Root Cause: Limited resources for examining and modifying district policies to meet changing best practices or regulatory requirements. Lack of accountability or repercussions for district policy violations, resulting in inconsistent enforcement and adherence. Culture or system that values individuality over policy, resulting in lax enforcement or resistant to change.
Stakeholder Engagement
Problem Statement 4: Despite efforts to improve communication, structures, and functionality within the district through the utilization of an outside contractor Mineral County School District (MCSD) continues to struggle with implementing and maintaining new structures and initiatives. Critical Root Cause: Insufficient staff capacity to execute and sustain recommendations, Staff buy in and involvement vary, resulting in inconsistent effort and execution. Staff may oppose change, making it difficult to implement new practices or institutions. Lack of follow-up or responsibility to ensure new policy or procedure adherence, permitting implementation and enforcement of gaps. Problem Statement 5: Low stakeholder engagement in the school system is prevalent. lack positive communication, and cultural concerns exacerbate the problem. Scheduling events is a significant obstacle. Critical Root Cause: Past negative experiences, school's physical environment lacks a sense of belonging, lack of trust, community's size and limited resources may hinder effective engagement initiatives, Difficulties in scheduling events outside school hours limit involvement opportunities.

Goal 3: By the end of the academic year 2024/2025, improve adherence to district policies and procedures, resulting in greater consistency and safety within Mineral County School District by conducting a comprehensive review, developing targeted training programs, and monitoring compliance rates to achieve a minimum 20% increase in staff compliance.

Annual Performance Objective 4: Establish a District-wide Decision-Making Framework

Evaluation Data Sources: decision-making Process Efficiency Metrics

- * Track decision cycle time from initial proposal to final approval.
- * Monitor average decision-making time at different organizational levels.
- * Assess if streamlined process leads to quicker decision turnaround times.

Stakeholder Feedback Surveys

- * Administer surveys to stakeholders involved in decision-making process.
- * Gather feedback on transparency, inclusion, and effectiveness.
- * Use survey responses to identify improvement areas and gauge satisfaction.

Decision Outcomes and Implementation Tracking

- * Monitor the progress of initiatives, projects, or policies resulting from decisions.
- * Evaluate the impact of decisions on district operations, student outcomes, and stakeholder satisfaction.

Documentation Review

- * Review decision-making process documentation.
- * Ensure proper documentation of decisions.

Comparative Analysis

- * Conduct comparative analysis of decision-making processes before and after the improvement strategy implementation.

	Improvement Strategy 1 Details		Reviews		
	Improvement Strategy 1: Develop a Clear Decision-Making Process: Create a standardized decision-making process that outlines the steps, roles, and responsibilities involved in making decisions within the school district. Define decision-making criteria, approval levels, and communication channels to ensure transparency and accountability in the process. Action Step's Expected Result/Impact: Enhanced efficiency and effectiveness of decision-making processes within the school district, leading to timely and well-informed decisions. Position Responsible: superintendent, administrative staff, district level staff Problem Statements/Critical Root Causes: Connectedness 2		Status Check		EOY Reflection
			Nov	Jan	Mar
					June

Improvement Strategy 2 Details		Reviews		
Improvement Strategy 2: Identify Decision-Making Bodies: Identify key decision-making bodies within the school district, such as the school board, district leadership team, committees, and advisory groups. Clarify the scope of authority and decision-making powers for each body to avoid duplication of efforts and conflicts of interest.		Status Check		EOY Reflection
Action Step's Expected Result/Impact: Enhanced efficiency and effectiveness of decision-making processes within the school district, leading to timely and well-informed decisions. Improved alignment of decisions with district goals, priorities, and stakeholder needs through collaborative input and feedback. Increased transparency, accountability, and trust in the decision-making process among stakeholders, fostering a culture of shared governance and engagement within the school district Position Responsible: superintendent Problem Statements/Critical Root Causes: Connectedness 2		Nov	Jan	Mar
				June
Improvement Strategy 3 Details		Reviews		
Improvement Strategy 3: Offer training and professional development opportunities for district staff, administrators, and stakeholders on effective decision-making practices, consensus-building techniques, and conflict resolution strategies. Equip decision-makers with the skills and tools needed to navigate complex issues and make informed decisions that align with the district's goals and priorities.		Status Check		EOY Reflection
Action Step's Expected Result/Impact: * Enhances decision-making skills: Participants learn to analyze complex issues, evaluate options, and make informed decisions. * Enhances consensus-building: Participants learn to collaborate, develop consensus, and include stakeholders in decision-making. * Reduces conflict: Participants learn constructive conflict management and resolution practices to improve work environments and organizational culture. * Reduces implementation delays: Participants gain expertise to handle difficult situations, improving decision-making and implementation. * Empowers leadership: Administrators and stakeholders feel empowered to lead decision-making processes. * Fosters a continuous improvement culture: Training and professional development encourage skill acquisition. * Increases trust and confidence: Decision-makers demonstrate competency in navigating difficult situations. * Positively impacts student success: Improved decision-making and conflict resolution can provide a supportive educational environment. Position Responsible: Superintendent Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk Problem Statements/Critical Root Causes: Connectedness 1, 2, 3 - Stakeholder Engagement 4		Nov	Jan	Mar
				June

Improvement Strategy 4 Details		Reviews		
Improvement Strategy 4: Utilize technology tools and platforms to streamline decision-making processes, facilitate communication, and track decision outcomes. Implement digital collaboration tools, decision-tracking systems, and online portals to centralize information, streamline workflows, and enhance transparency in decision-making. Action Step's Expected Result/Impact: Enhanced efficiency and effectiveness of decision-making processes within the school district, leading to timely and well-informed decisions. Improved alignment of decisions with district goals, priorities, and stakeholder needs through collaborative input and feedback. Position Responsible: superintendent, technology	0% No Progress 100% Accomplished Continue/Modify Continue/Modify Discontinue Discontinue			
		Nov	Jan	Mar
				June

Annual Performance Objective 4 Problem Statements:

Connectedness
Problem Statement 1: Despite efforts to improve communication, structures, and functionality within the district through the utilization of an outside contractor Mineral County School District (MCSD) continues to struggle with implementing and maintaining new structures and initiatives. Critical Root Cause: Insufficient staff capacity to execute and sustain recommendations, Staff buy in and involvement vary, resulting in inconsistent effort and execution. Staff may oppose change, making it difficult to implement new practices or institutions. Lack of follow-up or responsibility to ensure new policy or procedure adherence, permitting implementation and enforcement of gaps. Problem Statement 2: Mineral County School District a lack of internal structures, causing frustration and last-minute changes impacting the efficiency and effectiveness of operations and activities. Critical Root Cause: Lack of internal procedures or protocols, leading to inconsistencies and conflicts in scheduling across schools or departments. Insufficient 2-way communication or coordination between stakeholders involved in the scheduling process, resulting in misunderstandings or conflicting priorities. Limited staff knowledge of how to utilize website for district calendar. Problem Statement 3: There is a lack of updated policies, knowledge of policies, and enforcement of policies within Mineral County School District, leading to inconsistencies and potential safety concerns. Critical Root Cause: Limited resources for examining and modifying district policies to meet changing best practices or regulatory requirements. Lack of accountability or repercussions for district policy violations, resulting in inconsistent enforcement and adherence. Culture or system that values individuality over policy, resulting in lax enforcement or resistant to change.
Stakeholder Engagement
Problem Statement 4: Despite efforts to improve communication, structures, and functionality within the district through the utilization of an outside contractor Mineral County School District (MCSD) continues to struggle with implementing and maintaining new structures and initiatives. Critical Root Cause: Insufficient staff capacity to execute and sustain recommendations, Staff buy in and involvement vary, resulting in inconsistent effort and execution. Staff may oppose change, making it difficult to implement new practices or institutions. Lack of follow-up or responsibility to ensure new policy or procedure adherence, permitting implementation and enforcement of gaps.

Goal 4: By the end of 2024/2025, improve communication and inclusion among stakeholders in Mineral County School District. by developing a comprehensive plan, implementing feedback mechanisms, and increasing stakeholder engagement by 30%.

Annual Performance Objective 1: Develop and implement a comprehensive communication plan to enhance engagement between the district and families, including regular updates on school events, academic programs, and resources available to support student learning and well-being. This will involve establishing clear communication channels through the website, social media platforms, newsletters, and other tools to ensure that families are informed and involved in the school community.

Evaluation Data Sources: Website Analytics and Social Media Metrics Overview

- * Utilize Google Analytics to track website traffic and user engagement metrics.
- * Monitor social media platforms for engagement metrics like likes, shares, comments, and follower growth.
- * Evaluate the reach and impact of posts related to school events, academic programs, and resources.
- * Conduct surveys or polls to gather feedback from families about communication preferences and satisfaction.

Newsletter/Open Rate Tracking

- * Monitor the open rate and click-through rate of newsletters and email communications sent to families.
- * Suggest feedback from families through surveys or feedback forms.

Family Engagement Surveys

- * Administer surveys to gather feedback on family engagement with district's communication efforts.
- * Use survey responses to identify areas for improvement and adjust communication strategy.

Improvement Strategy 1 Details	Reviews			
	Status Check			EOY Reflection
	Nov	Jan	Mar	June
Improvement Strategy 1: Utilize technology platforms: Implement an updated website design with user-friendly features, create official social media channels, and utilize mobile apps to facilitate communication and engagement between the district and families. Action Step's Expected Result/Impact: Increased accessibility and convenience for families to access information about school events, academic programs, and resources, leading to greater engagement and involvement in the school community. Position Responsible: Tech Department, campus reps, superintendent				
Improvement Strategy 2 Details				
Improvement Strategy 2:	Status Check			EOY Reflection
	Nov	Jan	Mar	June
Improvement Strategy 2: Establish a schedule for sending out newsletters, emails, and automated phone calls to families with important updates, reminders, and announcements from the district. Action Step's Expected Result/Impact: Improved awareness and understanding among families about school-related matters, fostering a sense of connection and partnership between the district and families. Position Responsible: superintendent, administrators				



No Progress



Accomplished



Continue/Modify



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Goal 4: By the end of 2024/2025, improve communication and inclusion among stakeholders in Mineral County School District. by developing a comprehensive plan, implementing feedback mechanisms, and increasing stakeholder engagement by 30%.

Annual Performance Objective 2: Facilitate regular meetings and forums where stakeholders, including parents, teachers, administrators, and community members, can come together to share ideas, concerns, and feedback on important issues related to education and school policies.

Evaluation Data Sources: Tracking Attendance Records: Assessing participation levels and trends in meetings and forums.

- * Participant Surveys: Gathering feedback on attendees' experience, satisfaction, and perceived impact.
- * Documenting Meeting Minutes and Action Items: Documenting key discussions, decisions, and action items.
- * Monitoring Stakeholder Engagement Levels: Tracking stakeholder involvement in school-related activities and initiatives.
- * Evaluating Long-term Impact: Tracking changes in attitudes, behaviors, and outcomes over time.
- * Seeking evidence of improved communication, trust, and collaboration among stakeholders.

Improvement Strategy 1 Details		Reviews		
Improvement Strategy 1: Organize regular meetings where stakeholders can engage in open discussions on various topics, including school policies, academic programs, and community initiatives. Includes advisory committee, student advisory council, principal groups, etc. Action Step's Expected Result/Impact: Enhanced representation and diversity of perspectives in decision-making processes, resulting in more informed and inclusive policies and practices within the district. Position Responsible: superintendent, tribal council, parent liaisons, administrators Student Groups This Strategy Targets: EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Promising	Status Check			EOY Reflection
	Nov	Jan	Mar	June
		0% No Progress 100% Accomplished Continue/Modify Discontinue		

Goal 4: By the end of 2024/2025, improve communication and inclusion among stakeholders in Mineral County School District. by developing a comprehensive plan, implementing feedback mechanisms, and increasing stakeholder engagement by 30%.

Annual Performance Objective 3: Implement training and professional development opportunities for staff and administrators on cultural competence, diversity awareness, and inclusive practices. This will ensure that all members of the school community are equipped with the knowledge and skills to effectively engage with and support students and families from diverse backgrounds, promoting inclusion and equity within the district.

Evaluation Data Sources: pre and post training assessments
participant feedback surveys
observations
student and family surveys

Improvement Strategy 1 Details		Reviews		
Improvement Strategy 1: Incorporate diversity training into staff development programs. Integrate diversity training modules into existing staff development programs and orientations to ensure that new and existing staff members receive ongoing education and support in cultural competence. Action Step's Expected Result/Impact: Sustained commitment to diversity and inclusion among staff members, resulting in a more welcoming and supportive environment for all students and families within the district. Position Responsible: Superintendent, Curriculum, administrators Student Groups This Strategy Targets: EL, Racial/Ethnic Groups - Evidence Level: Moderate Resources and Funding Needed: cultural assemblies/speakers - Title 1A - \$7,500		Status Check		EOY Reflection
		Nov	Jan	Mar
				June
		No Progress Accomplished Continue/Modify Discontinue		

Goal 4: By the end of 2024/2025, improve communication and inclusion among stakeholders in Mineral County School District. by developing a comprehensive plan, implementing feedback mechanisms, and increasing stakeholder engagement by 30%.

Annual Performance Objective 4: Increase understanding and communication between tribal and non-tribal members within the Mineral County School District and increase understanding of cultural differences

Evaluation Data Sources: * Conduct surveys on systemic racism understanding, communication, and experiences.

- * Assess changes over time using precise questions.
- * Interview tribal and non-tribal community members in focus groups or individually
- * Track understanding and communication event attendance and participation.
- * Record school district-tribal collaboration.
- * Assess these cooperation' efficacy.
- * Track school district racism and discrimination.
- * Record staff, administrator, and stakeholder training.
- * Conduct student surveys or focus groups.
- * Survey community people beyond school stakeholders.
- * Track stakeholder perceptions and engagement rates over time using data trends.
- * Compare racial understanding, communication, and experiences to similar districts or communities.

	Improvement Strategy 1 Details				Reviews		
	Improvement Strategy 1: Organize regular cross-cultural exchanges and events that facilitate meaningful interactions between tribal and non-tribal members within the school community. These events could include cultural celebrations, guest speaker presentations, or collaborative projects that promote mutual understanding and respect. Action Step's Expected Result/Impact: increased understanding and communication reduction of feelings of systemic racism cultural shift towards inclusion and equity Position Responsible: Diversity and Inclusion Task Force Student Groups This Strategy Targets: EL, Students with Disabilities, Racial/Ethnic Groups				Status Check		EOY Reflection
					Nov	Jan	Mar
							June
	Improvement Strategy 2 Details				Reviews		
	Improvement Strategy 2: Form a Diversity and Inclusion Task Force comprised of representatives from tribal communities, non-tribal communities, school staff, students, and parents. This task force will be responsible for developing and implementing initiatives to foster understanding and communication while addressing systemic racism. Position Responsible: Tribal representative, Title 6 coordinator, parent liaison Student Groups This Strategy Targets: Racial/Ethnic Groups				Status Check		EOY Reflection
					Nov	Jan	Mar
							June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 5: By the end of the academic year 2024-2025, our school district will successfully implement a comprehensive Progressive Discipline Plan and Positive Behavioral Interventions and Supports (PBIS) program, fostering a positive and inclusive school climate that promotes student well-being and academic success as shown by a 25% reduction in student referrals.

Annual Performance Objective 1: Implementation of Restorative Justice Plan

Evaluation Data Sources: Pre- and post-training assessments measure staff knowledge and understanding of restorative justice principles.

- * Participant feedback evaluates training effectiveness and relevance.
- * Circle meetings documentation includes attendance records, topics, and outcomes.
- * Surveys assess perceived effectiveness of restorative justice circles on school climate and relationships.
- * Documentation of disciplinary incidents and resolutions using restorative justice approaches.
- * Analysis of discipline data to assess impact of restorative justice practices on school discipline outcomes.

Improvement Strategy 1 Details	Reviews			
	Status Check			EOY Reflection
	Nov	Jan	Mar	June
	Improvement Strategy 1: Provide comprehensive training sessions or workshops on restorative justice principles, practices, and techniques for all staff members, including teachers, administrators, counselors, and support staff. Ensure training sessions are interactive, engaging, and tailored to the specific needs and roles of different staff members within the school district. Action Step's Expected Result/Impact: * Enhances understanding and buy-in of restorative justice principles. * Provides practical skills for implementing restorative justice approaches. * Fosters improved relationships and communication within the school community. * Reduces discipline disparities and promotes equity. * Promotes Social and Emotional Learning through empathy, accountability, and relationship-building. * Creates a Positive School Climate by prioritizing relationships and community-building. Position Responsible: Dean of Students, Administrators, teachers, SSP, counselors Student Groups This Strategy Targets: At Risk Problem Statements/Critical Root Causes: Student Success 6, 7 - Instructional Practices and Supports 10, 11 Resources and Funding Needed: Training - AB495 - \$75,000			

Improvement Strategy 2 Details		Reviews			
Improvement Strategy 2: Establish restorative justice circles or forums at each school site to facilitate communication, conflict resolution, and community-building among students, staff, and families. Provide ongoing support and resources for circle keepers or facilitators to ensure consistent implementation and sustained engagement. Action Step's Expected Result/Impact: * Fosters Open Dialogue: Structured space for active listening and mutual understanding. * Strengthens Relationships: Promotes respectful communication and empathy. * Addresses Conflicts: Facilitates collaborative problem-solving. * Enhances Social and Emotional Skills: Develops empathy, perspective-taking, and emotional regulation. * Promotes Equity and Inclusivity: Provides equal voice and opportunity. * Prevents Discipline Issues: Addresses underlying conflicts before they escalate. * Fosters Community-Building and Trust: Regular participation strengthens the social fabric. Position Responsible: Dean, Counselors, SSP, Administrators Student Groups This Strategy Targets: At Risk	Status Check		EOY Reflection		
	Nov	Jan	Mar	June	
Improvement Strategy 3 Details		Reviews			
Improvement Strategy 3: Review and update progressive discipline plan and procedures for addressing disciplinary incidents, conflicts, and harm within the school community. Provide clear guidelines, resources, and training for staff members to effectively implement restorative practices and interventions in response to behavioral issues or disruptions. Action Step's Expected Result/Impact: Standardize framework for disciplinary incidents and conflicts. * Promote restorative practices to address behavioral issues. * Increase staff confidence through clear protocols and training. * Foster positive, inclusive school climate through empathy, understanding, and accountability. * Reduce repeat offenses by addressing underlying causes and repairing harm. * Promote equity and fairness through dialogue, understanding, and repair. Position Responsible: Dean, counselor, SSP, Administrators, students, parents	Status Check		EOY Reflection		
	Nov	Jan	Mar	June	
		0% No Progress 100% Accomplished Continue/Modify Discontinue			

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 6: Chronic attendance issues, including absenteeism, tardiness, and lack of student engagement. Critical Root Cause: Attendance issues are caused by systemic, environmental, and cultural factors. Economic pressures, family dynamics, and community influences contribute to absenteeism and tardiness. System for addressing this is not currently in place.

Student Success

Problem Statement 7: Many teachers lack familiarity with implementing differentiation, special education services, scaffolding, and culturally relevant strategies, leading to instructional approaches that do not address diverse student needs. Additionally, inconsistency of data-driven decision-making in instructional planning, further hindering targeted support efforts. **Critical Root Cause:** Limited professional development opportunities and low expectations among teachers hinder effective implementation. Previous pull-out nature of SPED services further complicates the process of moving to co-teaching structures. IIPs not implemented district wide with fidelity or accountability.

Instructional Practices and Supports

Problem Statement 10: Many teachers lack familiarity with implementing differentiation, special education services, scaffolding, and culturally relevant strategies, leading to instructional approaches that do not address diverse student needs. Additionally, inconsistency of data-driven decision-making in instructional planning, further hindering targeted support efforts. **Critical Root Cause:** Limited professional development opportunities and low expectations among teachers hinder effective implementation. Previous pull-out nature of SPED services further complicates the process of moving to co-teaching structures. IIPs not implemented district wide with fidelity or accountability.

Problem Statement 11: Ineffective scheduling, time management, and use of instructional time in the educational environment, exacerbated by multiple extra curricular disruptions, inconsistent classroom structure, and teacher mindset, lead to frustration. **Critical Root Cause:** Inconsistent Tier 1 instruction fails to fulfill varied learning demands, resulting in knowledge and skill gaps. Teacher perception of insufficient time to teach the curriculum suggests a systemic issue with time allocation and instructional priorities. lack of organization and routine. Inefficient campus level scheduling and time management

Goal 5: By the end of the academic year 2024-2025, our school district will successfully implement a comprehensive Progressive Discipline Plan and Positive Behavioral Interventions and Supports (PBIS) program, fostering a positive and inclusive school climate that promotes student well-being and academic success as shown by a 25% reduction in student referrals.

Annual Performance Objective 2: Implementation of PBIS Program

Evaluation Data Sources: Documentation of team meetings, action plans, and progress reports.

- * Feedback from team members on collaborative efforts and support mechanisms.
- * Staff surveys to assess confidence and readiness.
- * Documentation of training attendance and participation rates.
- * Documentation of incentive programs, rewards, and recognition initiatives.
- * Analysis of behavioral data to evaluate PBIS impact on school culture and climate.

Improvement Strategy 1 Details		Reviews		
Improvement Strategy 1: Establish a PBIS leadership team or committee comprised of diverse stakeholders, including administrators, teachers, parents, and students, to oversee the planning, implementation, and evaluation of the PBIS program. Define roles, responsibilities, and action steps for team members and ensure representation from all school sites within the district. Action Step's Expected Result/Impact: Provides comprehensive program oversight. * Involves diverse stakeholder representatives. * Fosters shared responsibility and collaboration. * Defines roles and responsibilities aligned with school's values. * Increases stakeholder ownership and buy-in. * Serves as a communication hub. * Oversees continuous improvement and evaluation. Position Responsible: Dean, Admin, Counselors/ssp, teachers, students, parents Resources and Funding Needed: Team stipends - Title 1003a	Status Check		EOY Reflection	
	Nov	Jan	Mar	June

Improvement Strategy 2 Details					Reviews		
Improvement Strategy 2: Provide ongoing training and support for PBIS implementation to ensure fidelity and sustainability of the program. Offer professional development workshops, coaching sessions, and peer learning opportunities for staff members to deepen their understanding of PBIS principles and strategies and build their capacity to effectively implement and sustain PBIS practices. Action Step's Expected Result/Impact: Enhances staff understanding of PBIS principles. * Builds staff competency through professional development workshops and peer learning. * Promotes positive student outcomes through supportive learning environments. * Fosters a positive school culture through ongoing training. * Ensures long-term sustainability of PBIS practices. * Aligns with district goals related to student behavior, school climate, and academic achievement. Position Responsible: PBIS teams, Dean, UNR, Curriculum director Student Groups This Strategy Targets: Chronically Absent, At Risk					Status Check		EOY Reflection
					Nov	Jan	Mar
							June
					Reviews		
Improvement Strategy 3 Details Improvement Strategy 3: Develop a system for monitoring and recognizing positive behavior and acknowledging student achievements within the PBIS framework. Implement incentives, rewards, and recognition programs to reinforce desired behaviors, promote a positive school climate, and celebrate the success of students and staff members. Action Step's Expected Result/Impact: Implementing incentives, rewards, and recognition programs for a supportive environment. * Recognition and celebration of student achievements for a sense of belonging. * Structured system for monitoring and recognizing positive behavior. * Consistent acknowledgment and rewards for efforts to increase positive behaviors. * Inspiring students to set and achieve academic, behavioral, and personal goals. * Enhancing student engagement through recognition and celebration of achievements. * Promoting a culture of appreciation leading to increased morale and job satisfaction. * Aligning with PBIS principles emphasizing proactive, preventive, and positive behavior management. Position Responsible: PBIS team, students, Student Groups This Strategy Targets: Chronically Absent, At Risk					Status Check		EOY Reflection
					Nov	Jan	Mar
							June
					0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue		

Schoolwide and Targeted Assistance Title I Elements

1.1: Describe the school's strategies to attract effective, highly-qualified teachers to your school.

The school provides numerous professional development opportunities to enhance teachers' effectiveness in the classroom. These opportunities include training on curriculum implementation, instructional strategies, behavior management, and culturally responsive teaching practices. The school also introduces Professional Learning Communities (PLCs) and instructional coaching programs to foster collaboration and peer support. A positive school culture is fostered through Positive Behavioral Interventions and Supports (PBIS), restorative justice principles, and culturally responsive practices. The school's recruitment strategies, including job fairs, monetary stipends, and continuing education reimbursement, create a compelling value proposition for prospective teachers.

Plan Notes

question 2;

Improvement Strategy 1: Use attendance incentive programs with PBIS, work with community partners, and educate parents and students about the importance of attendance for academic success.

This technique uses several channels to discuss consistent attendance with parents and students. By explaining attendance incentive programs and how regular attendance improves academic performance, the school encourages families to prioritize attendance and participate in attendance improvement efforts.

Improvement Strategy 2: Assign a dedicated truancy officer to detect and resolve attendance concerns proactively, supporting kids and families with attendance issues.

By employing a truancy officer, the school shows its commitment to proactive attendance management. The truancy officer helps families discover attendance difficulties and provide resources to overcome them. Personalization builds trust and relationship with families, enabling a collaborative attendance solution.

Improvement Strategy 1: Involve parents in school events, committees, and decision-making.

Parents can participate in school events, committees, and decision-making, fostering meaningful engagement with school stakeholders. Parents can share their thoughts on education and school policy by participating in these events, building a sense of ownership and partnership in the school community.

These initiatives complement Section 1118 of ESEA by strengthening family-school partnerships, improving communication, and creating a supportive educational environment that encourages student attendance, work ethic, and growth mindset.

District Funding Summary

Title 1003a				
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code
1	1	1	Professional Development	
5	2	1	Team stipends	
Sub-Total				\$38,350.00
Budgeted Fund Source Amount				\$327,338.04
+/- Difference				\$288,988.04
Title 1A				
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code
1	1	1	Professional Development	
1	2	1	PD for curriculum	
1	2	3	PLC resources	
1	3	1	event supplies	
1	3	1	books/library	
1	3	2	Incentives	610
2	2	1	digital communication tools-SMORE	
3	3	2	digital communication tools and training	
4	3	1	cultural assemblies/speakers	
Sub-Total				\$63,600.00
Budgeted Fund Source Amount				\$200,195.00
+/- Difference				\$136,595.00
Title 3				
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code
Sub-Total				\$0.00
Budgeted Fund Source Amount				\$0.00
+/- Difference				\$5,500.00

AB495						
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount	
1	1	3	Recruitment and Retention		\$20,000.00	
1	3	2	incentives	610	\$20,000.00	
2	1	2	SSO		\$95,000.00	
3	3	1	website completion		\$50,000.00	
5	1	1	Training		\$75,000.00	
Sub-Total					\$260,000.00	
Budgeted Fund Source Amount					\$7,067,695.94	
+/- Difference					\$6,807,695.94	
RPDP						
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
Sub-Total					\$0.00	
Budgeted Fund Source Amount					\$25,000.00	
+/- Difference					\$25,000.00	
Title 2a						
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount	
1	1	2	Mentor/Coaching		\$21,700.00	
1	2	1	coaching/mentor		\$21,700.00	
Sub-Total					\$43,400.00	
Budgeted Fund Source Amount					\$32,606.55	
+/- Difference					-\$10,793.45	
Title 4a						
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
Sub-Total					\$0.00	
Budgeted Fund Source Amount					\$12,089.77	
+/- Difference					\$12,089.77	
ARP						
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount	
					\$0.00	

ARP					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$896,450.09
				+/- Difference	\$896,450.09
ESSER					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$300,000.00
				+/- Difference	\$300,000.00
Title 6					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$31,000.00
				+/- Difference	\$31,000.00
				Grand Total Budgeted	\$8,897,875.39
				Grand Total Spent	\$405,350.00
				+/- Difference	\$8,492,525.39

ACTION ITEM #4

Service Order Form

Order Information

Contracting Entity Mineral Cty School Dist. Billing Account Account Number
Contact Stephanie Keuhey Phone 775-945-2403 Email keuhey.stephanie@nvmcsd.org
CC Comm Rep Matt Ryan Phone 775-866-7633 Email matt.ryan@cccomm.co

Service Details

Service Order ID Requested Install Date
Order Type Change Customer Identifier
Service Term 36 Month

Service Order Components

Type Renewal - Transport and Internet Access
A Address 751 A. St. Hawthorne, NV
Z Address

Pricing

Product MCSD 1 GB - Internet	Type MRC	Quantity 1	Amount \$ 499.00	Total \$ 17,964.00
Product MCSDWV1 - Transport	Type MRC	Quantity 1	Amount \$ 1,000.00	Total \$ 36,000.00
Product	Type NRC	Quantity	Amount	Total \$ 0.00
Product	Type NRC	Quantity	Amount	Total \$ 0.00

Order Notes

As is renewal being proposed in response to Form 470 #240006793
**Address corrected.

Grand Total

Monthly recurring charges total \$ 53,964.00
Non-recurring charges total \$ 0.00

Signatures

Customer	CC Communications
Signature <i>Stephanie Keuhey</i>	Signature <i>Matt Ryan</i>
Printed Name <i>Stephanie Keuhey</i>	Printed Name <i>MATTHEW RYAN</i>
Date <i>4/26/24</i>	Date <i>SEI 4/26/24</i>

Terms & Conditions

Customer acknowledges that Customer is ordering the service described above ("Service") from CC Communications. This Service Order Form shall be governed by and subject to the Master Services Agreement and Service Level Agreement between Customer and CC Communications. This Service Order form is subject to the CC Communications' standard MSA, SLA and Service Schedule, unless Customer and CC Communications have signed an alternative MSA, SLA and Service Schedule. This Service Order shall only be binding after acceptance in writing by CC Communications. By your signature represent that you have read, understand, and agree to all Terms and Conditions and that you are authorized to bind Customer company. You further agree that once CC Communications has signed the Service Order Form, Customer has entered into a binding contract for the purchase of services described above.

PRINT

Service Order Form**Order Information**

Contracting Entity Mineral City School Dist Billing Account Account Number
Contact Stephanie Keuhey Phone 775-945-2403 Email keuhey.stephanie@nvmcsd.org
CC Comm Rep Matt Ryan Phone 775-866-7633 Email matt.ryan@cccomm.co

Service Details

Service Order ID Requested Install Date
Order Type Change Customer Identifier
Service Term 36 Month

Service Order Components

Type Renewal - Transport and Internet Access
A Address 751 A. St. Hawthorne, NV
Z Address

Pricing

Product MCSDWV1	Type MRC	Quantity 1	Amount \$ 1,800.00	Total \$ 64,800.00
Product	Type NRC	Quantity	Amount	Total \$ 0.00
Product	Type NRC	Quantity	Amount	Total \$ 0.00
Product	Type NRC	Quantity	Amount	Total \$ 0.00

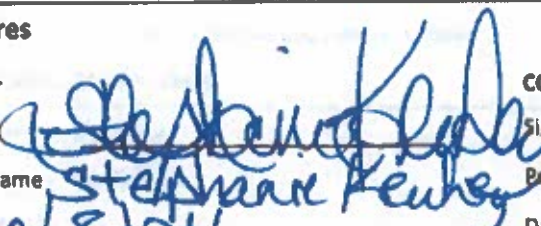
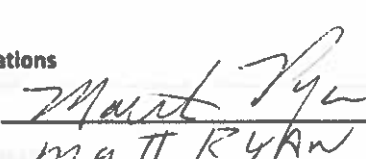
Order Notes

As is renewal being proposed in response to Form 470 #240006793

Grand Total

Monthly recurring charges total \$ 64,800.00
Non-recurring charges total \$ 0.00

Signatures

Customer	CC Communications
Signature 	Signature 
Printed Name Stephanie Keuhey	Printed Name MATT RYAN
Date 2/8/24	Date 2/8/24

Terms & Conditions

Customer acknowledges that Customer is ordering the service described above ("Service") from CC Communications. This Service Order Form shall be governed by and subject to the Master Services Agreement and Service Level Agreement between Customer and CC Communications. This Service Order form is subject to the CC Communications' standard MSA, SLA and Service Schedule, unless Customer and CC Communications have signed an alternative MSA, SLA and Service Schedule. This Service Order shall only be binding after acceptance in writing by CC Communications. By your signature represent that you have read, understand, and agree to all Terms and Conditions and that you are authorized to bind Customer company. You further agree that once CC Communications has signed the Service Order Form, Customer has entered into a binding contract for the purchase of services described above.

PRINT

ACTION ITEM #5

NEVADA ASSOCIATION OF SCHOOL SUPERINTENDENTS

iNVEST 2025



Investing in Nevada's Education, Students and Teachers

A high-quality, future ready educational system for students in Nevada is vital. iNVEST offers policymakers a roadmap to create the necessary preconditions that enable educators to improve student achievement in Nevada.

The Nevada Association of School Superintendents (NASS), composed of the 17 School District Superintendents and the Executive Director of the State Public Charter School Authority, has developed and shared iNVEST priorities with legislators and stakeholders, participating as an integral voice each legislative session. Together, NASS and policymakers have positively shaped legislation for the students of Nevada for over two decades, and there is still work to be done.

As Nevadans prepare for the 2025 legislative session, NASS continues to anchor on the central question: "What is needed to improve student achievement in Nevada?"

- Optimal education funding for the students of Nevada
- Innovation for a learner-centered and future-ready system
- An accountability system that measures what matters
- Investment in school mental health for students and staff
- Opportunities to engage NASS to develop state-wide mechanisms to create safe and secure Future Ready learning environments for all students and staff



The 2025 Legislature will play a pivotal role in strengthening Nevada's education landscape and outcomes by addressing and passing legislation that:

Provides optimal educational funding for the students of Nevada. Continue the substantial increases in the per pupil funding as identified by the Commission on School Funding. Fully fund the weights assigned in the PCFP so all students receive the appropriate and equitable level of support no matter their zip code or circumstance. Fund per-pupil weights for all categories a student qualifies for, rather than just the highest weight.

Provides conditions for innovation for a Learner-Centered and Future-Ready system where students develop competencies outlined in our Nevada State Portrait. Legislators can make a difference by modernizing educational statutes to incentivize innovative experiences and avoid mandates such as additional required courses that eliminate opportunities for students to enroll in innovative course offerings.

Provides an Accountability System that shares the whole student's story and measures what matters. The current school accountability system must be modernized to look at the whole child. The 2025 legislative session is an opportunity to consider what matters most for student success and how to measure it. While we are all tackling measuring what matters this year, we ask that Legislators consider flexibilities or ways to enable schools to show when and how their students are succeeding beyond the current math and ELA standards.

Provides an investment in school mental health for students and staff. Ensure funding to support mental health school professionals and the resources for all schools and students in Nevada. Research has shown that this type of support is critical to ensuring that every young person in Nevada thrives.

Provides an investment in a safe and a secure Future Ready learning environment for all students and staff. Ensure dedicated funds to support districts in designing environments that are conducive to student-centered learning experiences as well as for districts to meet current requirements around operational and preventative maintenance.

These priorities reflect the needs of all school districts as we move forward prepared to meet the call for designing systems that are learner-centered and future focused.

The 2025 Legislative Session is an opportunity, through the work of the current Commissions and the Portrait of a Learner together, to consider what matters most for student success and how to measure it. The Superintendents appreciate the work done in the past by the Nevada Legislature to respond to the needs of students in the Nevada classroom and look forward to working with Legislators during in 2025 and beyond.



Mineral County School District

751 A. Street, P. O. Box 1540, Hawthorne, Nevada 89415

Phone (775) 945-2403 Fax (775) 945-3709

Stephanie Keuhey, Superintendent

Board of Trustees: Tyler Viani-President

Juanita Diede-Vice President

Kristin Reeves-Clerk

Candice Birchum

Vacant

May 21, 2024

Resolution in Support of iNVEST 2025

WHEREAS, iNVEST is the collective work of the Nevada school district superintendents;

WHEREAS, beginning with the 2005 Session of the Nevada Legislature and continuing to the present, the superintendents—supported by the seventeen elected school boards—have produced a biennial iNVEST document which is the cornerstone of the answer to the question, “What is needed to improve student achievement in Nevada?”;

WHEREAS, the vibrant future of Nevada is dependent upon all children graduating ready for college and career and prepared to be productive, responsible citizens, who are competitive in meeting the challenges of the global environment;

WHEREAS, there are approximately 484,240 students in over 773 schools and countless Nevada classrooms;

WHEREAS, Nevada’s classrooms require a highly trained and effective teacher, individualized instruction, safe, modern, and innovative spaces, student supports, leadership, engaged families and communities, and students meeting academic and social milestones;

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Trustees of the Mineral County School District agree in encouraging the Nevada State Legislature to increase State spending on PreK-12 per-pupil funding; and

NOW, THEREFORE, BE IT FURTHER RESOLVED THAT the Board of Trustees of the Mineral County School District encourages the Nevada State Legislature to fully fund the weights assigned to the Pupil Centered Funding Plan (PCFP) so all students receive the appropriate and equitable level of support; and

NOW, THEREFORE, BE IT FURTHER RESOLVED THAT the Board of Trustees of the Mineral County School District encourage the Nevada State Legislature to modernize educational statutes to allow for innovation within the classroom without adding more mandates with no financial backing; and

NOW, THEREFORE, BE IT FURTHER RESOLVED THAT the Board of Trustees of the Mineral County School District encourage the Nevada State Legislature to work with district stakeholders to modernize the current Accountability System to share the whole student’s story and measure what matters; and

Our Vision: Mineral County School District creates a safe and equitable learning environment that honors everyone’s cultures and identities and provides all students the opportunities and support they need to thrive. We spark students’ curiosity and prepare students with the academic, social and emotional skills they need for college, career, and life. We uplift our students to be confident, kind, and loving community leaders who graduate ready for their future and are successful at whatever they choose. Our Motto: “No’oko numm tunedooe” “We all learn/teach”



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Board of Trustees: Tyler Viani-President

Juanita Diede-Vice President

Kristin Reeves-Clerk

Candice Birchum

Vacant

NOW, THEREFORE, BE IT FURTHER RESOLVED THAT the Board of Trustees of the Mineral County School District encourage the Nevada State Legislature to invest in school mental health professionals and resources for students and staff; and

NOW, THEREFORE, BE IT FURTHER RESOLVED THAT the Board of Trustees of the Mineral County School District encourage the Nevada State Legislature to provide an investment in a safe and secure Future Ready learning environment for all students, staff, and families by dedicating funds to design student-centered learning environments and meet current requirements around operational and preventative maintenance.

As the Board of Trustees of the Mineral County School District, we commit to working together collaboratively with the Governor, educators, parents, community and business leaders, superintendents, other school boards, and legislative policymakers to bring about a positive change in Nevada's investment in public education that will make a difference for each student.

Adopted this 21st day of May, by the Board of Trustees of the Mineral County School District.

Signature, Board President

Signature, Board Clerk

Our Vision: Mineral County School District creates a safe and equitable learning environment that honors everyone's cultures and identities and provides all students the opportunities and support they need to thrive. We spark students' curiosity and prepare students with the academic, social and emotional skills they need for college, career, and life. We uplift our students to be confident, kind, and loving community leaders who graduate ready for their future and are successful at whatever they choose. Our Motto: "No'oko numm tunedooe" "We all learn/teach"

ACTION ITEM #6

Code: **IKFB**
Adopted: June 24, 2006

Graduation Exercises

Because the Board believes that completion of the requirements for a diploma from the public schools is an achievement that improves the community as well as the individual, the Board wishes to recognize that achievement in a publicly celebrated graduation exercise.

Accordingly, appropriate graduation programs may be planned by the school principal to be held on the date selected by the Board.

The district's valedictorian(s), salutatorian(s) or others at the discretion of the building principal or designee may be permitted to speak as part of the district's planned graduation program. All speeches will be reviewed and approved in advance by the building principal or designee.

All students in good standing who have successfully completed the requirements for a senior regular, advanced or adjusted high school diploma may participate in graduation exercises.

END OF POLICY

Legal Reference(s):

Title IX of the Education Amendments of 1972, 20 U.S.C. Sections 1681-1683; 34 CFR Part 106 (2000).
Doe v. Madison School District No. 321, 147 F3d 832 (9th Cir 1998); rehearing en banc granted and opinion and order withdrawn, 165 F3d 1265 (9th Cir 1999); vacated and remanded, 177 F3d 789 (9th Cir 1999).
Lee v. Weisman, 505 U.S. 577 (1992).

GRADUATION AND DIPLOMAS

NRS 390.600 State Board required to prescribe criteria for standard high school diploma; college and career readiness assessment; exception for certain pupils with disabilities; criteria for receipt of adjusted diploma or alternative diploma; prohibition to issue certificate of attendance.

1. The State Board shall adopt regulations that, except as otherwise provided in subsection 3, prescribe the criteria for a pupil to receive a standard high school diploma, which must include, without limitation, the requirement that:

(a) A pupil enrolled in grade 11 take the college and career readiness assessment administered pursuant to [NRS 390.610](#); and

(b) Commencing with the graduating class of 2022 and each graduating class thereafter, a pupil successfully complete a course of study designed to prepare the pupil for graduation from high school and for readiness for college and career.

2. The criteria prescribed by the State Board pursuant to subsection 1 for a pupil to receive a standard high school diploma must not include the results of the pupil on the college and career readiness assessment administered to the pupil in grade 11 pursuant to [NRS 390.610](#).

3. A pupil with a disability who does not satisfy the requirements to receive a standard high school diploma prescribed by the State Board pursuant to subsection 1 may receive a standard high school diploma if the pupil demonstrates, through a portfolio of the pupil's work, proficiency in the standards of content and performance established by the Council to Establish Academic Standards for Public Schools pursuant to [NRS 389.520](#).

4. A pupil with a disability who does not satisfy the requirements for receipt of a standard high school diploma prescribed in subsection 3 or by the State Board pursuant to subsection 1 may receive a diploma designated as an:

(a) Adjusted diploma if the pupil satisfies the requirements set forth in his or her individualized education program; or

(b) Alternative diploma if the pupil:

(1) Has a significant cognitive disability; and

(2) Participates in an alternate assessment prescribed by the State Board.

5. If a pupil does not satisfy the requirements to receive a standard high school diploma prescribed by subsection 3 or by the State Board pursuant to subsection 1, the pupil must not be issued a certificate of attendance or any other document indicating that the pupil attended high school but did not satisfy the requirements for such a diploma. The provisions of this subsection do not apply to a pupil who receives an adjusted diploma or an alternative diploma pursuant to subsection 4.

6. As used in this section, "individualized education program" has the meaning ascribed to it in 20 U.S.C. § 1414(d)(1)(A).

(Added to NRS by [2007, 1076](#); A [2009, 351](#), [2619](#); [2013, 3278](#); [2017, 237](#), [3252](#); [2019, 916](#))—(Substituted in revision for NRS 389.805)