MINERAL COUNTY SCHOOL DISTRICT
751 A. STREET
Hawthorne, Nevada 89415
BOARD OF TRUSTEES MEETING
Tuesday, September 23, 2025

LOCATION OF MEETING: **Arlo K. Funk Building - Board Room**
751 A Street
Hawthorne, NV 89415

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)

CONSENT ITEMS: (FOR POSSIBLE ACTION)
1. Minutes: August 5 and September 9, 2025
2. Warrants: 30083-30134
3. Personnel Report – Information Only

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 Action to Approve the 2025-2026 District Improvement Plan
Budget Considerations: NONE AT THIS TIME

2. Recommendation: Discussion and Possible Action to Approve the 2025-2026 School Improvement Plan for Schurz Elementary School
Budget Considerations: NONE AT THIS TIME

3. Recommendation: Discussion and Possible Action to Approve the 2025-2026 School Improvement Plan for Hawthorne Elementary School
Budget Considerations: NONE AT THIS TIME

4. Recommendation: Discussion and Possible Action to Approve the 2025-2026 School Improvement Plan for Hawthorne Junior High/Mineral County High School
Budget Considerations: NONE AT THIS TIME

5. Recommendation: Discussion and Possible Action to Approve the 2025-2026 Distance Education Plan
Budget Considerations: NONE AT THIS TIME

6. Recommendation: Discussion and Possible Action to Approve the Mineral County School District Plan for Test Security Procedures, Policies and Professional Expectations 2025-2026
Budget Considerations: NONE AT THIS TIME

7. Recommendation: Discussion and Possible Action to Approve the 7Gen School Improvement Amendment to Contract
Supporting Information: Approval of the 7Gen School Improvement Amendment to Contract. Combined Budget Funding $225,000; $18,000.00 CTE State Competitive; $15,000.00 Perkins Reserve; $58,000.00 1003(a) FY24; $10,000.00 Title I FY25; $44,000.00 1003(a) FY26; $20,000.00 1003(a) FY26.This expansion provides: Expanded Impact Partnership Support, Secondary Literacy Support; Science Curriculum Adoption Support, and Career & Technical Education Development.
Budget Considerations: Total $390,000.00

8. Recommendation: Discussion and Possible Approval for Out of State Travel for the School Board Members, Superintendent Stephanie Keuhey and Crystal Sasser to attend the National School Boards Association Conference in San Antonio, TX.
Supporting Information: Approval for Out of State Travel for the School Board Members (to include any new members), Superintendent Stephanie Keuhey and Crystal Sasser to attend the National School Boards Association Conference in San Antonio, TX from April 9 to April 13, 2026.
Budget Consideration: Total $15,521.80. $3,094.36 each board member and Crystal from the Board General Fund; $3,144.36 for the Superintendent out of her General Fund.

OLD BUSINESS:

Future Agenda Topics: Next meeting scheduled: **October 7, 2025 - Schurz**

COMMUNICATIONS AND REPORTS: (FOR DISCUSSION ONLY)
1. Correspondence & Announcements
2. Board Members
3. Superintendent

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. The Board may discuss items that are introduced, however, 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.

Closed Session: Pursuant to Nevada Revised Statute (NRS) 241.015(4)(c) and Nevada Revised Statute (NRS) 288.220 to receive information from legal counsel relative to general pending litigation and to discuss negotiations.

Open Session: Discussion and possible action relative to pending litigation and/or negotiations.

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ADJOURNMENT:

The Agenda of this meeting has been posted at the following locations: 1) Administration Office, 2) Schurz Post Office, 3) Mina Post Office, 4) County Courthouse 5) School Offices, 6) Luning Post Office.

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.

MINUTES

MINERAL COUNTY SCHOOL DISTRICT
751 A. STREET
Hawthorne, Nevada 89415
BOARD OF TRUSTEES MEETING MINUTES
Tuesday, August 5, 2025

The Mineral County School District held a public meeting on Tuesday, August 5, 2025 beginning at 5: PM at the Mineral County School District.

Tyler Viani read: 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.

MEMBERS PRESENT: Tyler Viani, Kristin Reeves, Juanita Diede
MEMBERS ABSENT:
ADMINISTRATORS: Stephanie Keuhey, Superintendent; Lance West, Principal SES; Monica Keady, Principal HJH/MCHS; Claire Hayhurst, Principal HES
OTHERS PRESENT: Kenny Tedford, Kari Rosemore, April Jaramillo, Drew Schaar, Mercedes Krause, Tressa Wagner

CALL TO ORDER: 5:35 PM
1. Certification of Public Notice - Yes; Roll Call - Tyler, Kristin and Juanita present. Pledge of Allegiance.
2. Approval of a flexible agenda. (For Possible Action) - *Tyler made a motion to approve with tabling item #2. Kristin seconded. Juanita Diede-Y; Kristin Reeves-Y; Tyler Viani-Y. Motion passed 3-0-0*
3. Person or Group Recognition - *NO*
4. Presentations - *NORMS Discuss at the next meetings. One at a time.*

CONSENT ITEMS: (FOR POSSIBLE ACTION)
1. Minutes: July 15, 2025
2. Payroll Vouchers: 1150, 1151, 1155
3. Payroll Checks: 90527-90545
4. Warrants: 29863-29967
5. Voided Check: 90529 was lost and replaced with 90546
6. Personnel Report – Information Only - None this time.

Tyler Viani made a motion to approve the minutes from July 15, 2025, payroll vouchers 1150,1151,1155; payroll checks 90527-90545; warrants 29863-29967; voided check 90529 that was lost and replaced with 90546; no personnel report as presented. Juanita Diede seconded.
Juanita Diede-Y; Kristin Reeves-Y; Tyler Viani-Y. Motion passed 3-0-0

ACTION ITEMS: (FOR POSSIBLE ACTION)
1. Recommendation: Discussion and Possible Action to approve the 2025-2026 Negotiated Agreement between Mineral County School District and the Mineral County School Administrators
Tyler Viani made a motion to approve the 2025-2026 Negotiated Agreement between Mineral County School District and the Mineral County School Administrators. Juanita Diede seconded.
Juanita Diede-Y; Kristin Reeves-Y; Tyler Viani-Y. Motion passed 3-0-0

2. Recommendation: Discussion and Possible Action to approve the 2025-2026 Negotiated Agreement between Mineral County School District and the Mineral County School Classified Association
Table this item. The union has not been able to ratify yet.

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BOARD OF TRUSTEES MEETING MINUTES
Tuesday, August 5, 2025

3. Recommendation: Discussion and Possible Action for the Approval to post and fill the Grants Manager position due to retirement notification.
Tyler Viani made a motion to approve to post and fill the Grants Manager position due to retirement notification. Juanita Diede seconded. Juanita Diede-Y; Kristin Reeves-Y; Tyler Viani-Y. Motion passed 3-0-0

4. Recommendation: Discussion and Possible Action to approve the Emergency Operations Plan
Tyler Viani made a motion to approve the Emergency Operations Plan. Juanita Diede seconded. Juanita Diede-Y; Kristin Reeves-Y; Tyler Viani-Y. Motion passed 3-0-0

5. Recommendation: Discussion and Possible Action to approve the resignation of Candice Birchum from the Board.
Lance West - Thank you to Candice for being on the board.
Tyler Viani made a motion to approve the resignation of Candice Birchum from the Board. Juanita Diede seconded.
Juanita Diede-Y; Kristin Reeves-Y; Tyler Viani-Y. Motion passed 3-0-0

6. Recommendation: Discussion and Possible Action to reassign Candice Birchum's Board duties.
Tyler Viani made a motion to approve the changes as discussed. Juanita Diede seconded.
Juanita Diede-Y; Kristin Reeves-Y; Tyler Viani-Y. Motion passed 3-0-0

7. Recommendation: Discussion and Possible action on the best way to recruit two new board members.
GPC: Drew Schaar, Lance West, Tressa Wagner. Outside seat. Put it on the marquee, facebook, website, job fair. Send out flyers to schools, community locations in Mina, Luning and Schurz.
Tyler Viani made a motion to approve two new board members. Juanita Diede seconded.
Juanita Diede-Y; Kristin Reeves-Y; Tyler Viani-Y. Motion passed 3-0-0

8. Recommendation: Discussion and Possible Action to revise the superintendent evaluation tool.
Revise and send to the Board for review. Bring to the next meeting after reviewing.
Tyler made a motion to table this and bring it back with the two options. Juanita Diede seconded.
Juanita Diede-Y; Kristin Reeves-Y; Tyler Viani-Y. Motion passed 3-0-0

11. OLD BUSINESS: Back to school plans - BBQ on Friday, Aug 15, 2025 - *Food, swimming and music. We have a big grill and the board members will cook. Letters will go out in the mail and email. We have donations from GRC so we can purchase food.*

12. Future Agenda Topics: Next meeting scheduled: **August 19, 2025 in Schurz - Tabled items.**

COMMUNICATIONS AND REPORTS: (FOR DISCUSSION ONLY)
1. Correspondence & Announcements - *NONE*
2. Board Members - *Board Training on Monday, August 11 at 6:00PM in the Board Room*
3. Superintendent - *Update on Sports Camera- New timeline of installation - NFHS - 1st week of school will be here for installation. Complete on Friday, Aug 22, 2025. Maintenance and Tech have been very busy this sumer trying to get everything updated. The Pre-K doors took 6 days to install at HES but it is done. SES doors have been pushed back due to a hot water heater in a classroom. We had water lines break at the high school in the front lawn and the baseball field. So we had to stop projects and address these issues. We have been working hard at the District level with our partners on the DIP's and SIP's. Shout out to Mercedes and Maria on that for the*

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DIP. We have a meeting with TNTP on August 14th with the district impact team to look at roles and responsibilities and continue to improve communion and who's doing what.

4. Principals -

Lance West - *August 26th from 5:30 to 7:00pm there will be a Bullying Awareness at the Tribal gym. They will be serving a tri-tip dinner.*

Monica Keady - *Working on the culture plan for the high school and junior high. We have revamped the athletic department handbook and it is updated in support of the current regulations and district policies. Also working on the course catalog. The Yonder pouches were purchased from a grant last year and the plan is being implemented. The students can keep the pouches on them during school but according to the current NRS they cannot have the cell phones in class.*

Claire Hayhurst - *HES has been busy working in their classroom. Ready to start school on the 18th and will also have the Bullying awareness at HES.*

Mercedes Krause - *Excited for the school year and the back to school picnic.*

GENERAL PUBLIC COMMENT:

Mercedes Krause - Excited for the school year and the back to school picnic. Thank you for all your hard work.

Tyler Viani made a motion to go into closed session Pursuant to Nevada Revised Statute (NRS) 241.015(4)(c) and Nevada Revised Statute (NRS) 288.220 to receive information from legal counsel relative to general pending litigation and to discuss negotiations. Juanita Diede seconded the motion. Juanita Diede-Y; Kristin Reeves-Y; Tyler Viani-Y. Motion passed 3-0-0

9. Closed Session: Pursuant to Nevada Revised Statute (NRS) 241.015(4)(c) and Nevada Revised Statute (NRS) 288.220 to receive information from legal counsel relative to general pending litigation and to discuss negotiations.

10. Open Session: Discussion and possible action relative to pending litigation and/or negotiations.

ADJOURNMENT: 6:57 PM

Respectfully submitted:

_____

Kristin Reeves, Clerk

WARRANTS

MINERAL COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1016 **Voucher Date:** 09/04/2025 Prepared By: Susie

Printed: 09/04/2025 09:29:09 AM

MINERAL COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against MINERAL COUNTY SCHOOL DISTRICT funds for the sum of $124,338.25 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Kristin Reeves	School Board Clerk
Tyler Viani	School Board President
Vacant (1)	School Board Member
Vacant (2)	School Board Member
Juanita Diede	School Board Vice President
Stephanie Keuney	Superintendent

MINERAL COUNTY SCHOOL DISTRICT

300835
30113

Fund		Amount
100	General Fund	$34,525.34
208	PCFP At-Risk (Restricted Funding)	$6,449.00
240	State Grants	$2,696.51
280	Federal Funds	$67,136.59
290	Food Service Funds	$6,530.81
300	Capital Projects Fund	$7,000.00
		$124,338.25

MINERAL COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1020 **Voucher Date:** 09/10/2025 Prepared By:

Printed: 09/10/2025 10:33:20 AM

MINERAL COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against MINERAL COUNTY SCHOOL DISTRICT funds for the sum of $40,775.71 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Kristin Reeves	School Board Clerk
Tyler Viani	School Board President
Vacant (1)	School Board Member
Vacant (2)	School Board Member
Juanita Diede	School Board Vice President
Stephanie Keuhey	Superintendent

MINERAL COUNTY SCHOOL DISTRICT

30114-30134

Fund		Amount
100	General Fund	$32,126.26
250	Special Education	$109.44
280	Federal Funds	$3,652.26
290	Food Service Funds	$4,887.75
		$40,775.71

PERSONNEL REPORT

Open Positions	*New Hire*	*Start Date*
MCHS SPED Teacher - Critical Shortage*		
HJH SPED Teacher - Critical Shortage*		
Dean of Students- Critical Shortage*		
OT - District Wide		
SLP - District Wide		
SES - EL Para PT		
HES At Risk Para Pro	Larajoy Perito	9/22/25
SES Bus Driver/Maintenance	Kevin Roseborough	9/15/25
Transportation Supervisor Critical Shortage		
Nurse - Dirtrict wide- Critical Shortage	John Ralph Quinones	Approximately 10/20/25
Alternative Education- Critical Shortage		
Transfer/Extra Duty	***Employee Name***	***Effective Date***
Resignations/Terminations	***Employee Name***	***Effective Date***

Last updated 9/18/2025

Start of School (SOS)

End of School (EOS)

*Filled as Critical Shortage/ continue to advertise as required

^ pending Visa & NDE licensure

ACTION ITEM #2

Mineral County School District

Schurz Elementary School

2025-2026 School Improvement Plan

Classification: 2 Star School

Title I, AB219

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (Add a link to the school's School Rating Report.)

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

At Schurz, we see promising signs of progress in both **literacy** and **math**. About one in three of our students (32.3%) are meeting grade-level expectations in **ELA**. While still below the state average, this is stronger than most other academic indicators and shows that students are making measurable gains in literacy. Internal screening and **Read by Grade 3** data also point to growth: more than a quarter (27.2%) of our **American Indian** and **FRL** students are on track in early literacy, giving us a foundation to deepen impact with more targeted supports and stronger family engagement.

In **math**, Schurz has successfully implemented the **Imagine Learning myPath** intervention program, earning **2024–25 School of Excellence recognition** for Grades K–6. This program supports targeted, personalized math interventions and reflects a foundation we can continue to build on.

We are also encouraged by our **student growth data**. Median Growth Percentiles (MGPs) are **56.0 in ELA** and **59.0 in Math**, suggesting that our students are growing steadily over time, even if proficiency rates remain low.

Above all, our **staff commitment** remains one of our greatest strengths. In a small, rural context, our educators consistently show up for students—academically and emotionally—helping to build resilience and momentum for long-term improvement.

Student Success Areas for Growth

Math proficiency remains our lowest academic area at just **23.5%**, making it the most urgent priority for improvement. While **ELA proficiency** is a relative strength compared to other indicators, the majority of our students are still not yet meeting **grade-level expectations**.

Although students are demonstrating **solid growth**, too few are meeting **Adequate Growth Percentile (AGP)** targets—only **40.9% in ELA** and **27.2% in Math**. This means that while students are making progress, many—especially those already below grade level—are **not catching up quickly enough** to close gaps or reach proficiency.

Student Success Equity Resource Supports

As part of our Student Success work, we have taken a strategic approach to identifying and addressing the challenges faced by specific student groups. Our aim is not to add new programs or initiatives, but to **leverage and strengthen the systems already in place—HQIM, embedded interventions, PLCs, coaching, and trusted adult structures**—to ensure that every student has equitable access to high-quality learning.

Through our data dive and root cause analysis, we identified resource inequities in people, time, and access that can create barriers for certain groups. The table below outlines these challenges and the specific actions we will take to address them. Each solution is designed to be **doable, coherent, and aligned** with our current goals and strategies, ensuring that our efforts are both sustainable and impactful.

Student Group	Challenge	Solution
English Learners	Limited access to grade-level content due to language barriers; few bilingual supports in core subjects.	Provide scaffolds and vocabulary supports within ELA/Math HQIM; increase use of bilingual aides/materials; embed language objectives into lesson planning.
Foster/Homeless	Instability and mobility disrupt consistent attendance, learning, and access to interventions.	Assign a staff advocate to monitor progress and attendance; provide tutoring and flexible interventions; connect families to wraparound supports.
Free and Reduced Lunch	Economic hardship affects access to extended learning (after-school tutoring, technology, enrichment).	Offer no-cost tutoring, provide technology and internet access at home, and expand after-school programs with meal supports.
Migrant/Title I-C Eligible	Frequent moves and seasonal work schedules interrupt learning progress and consistency.	Implement credit-recovery and catch-up supports; use progress monitoring tools that travel with students; assign each student a trusted adult mentor.
Racial/Ethnic Minorities	Lower proficiency rates in ELA/Math and weaker perception of belonging in climate survey results.	Monitor achievement data by subgroup; provide professional learning on inclusive instructional practices; create affinity or mentoring groups to build connection.
Students with IEPs	Gaps in proficiency and AGP growth targets show students with disabilities are not catching up fast enough.	Strengthen collaboration between general and special education teachers; provide targeted math/ELA interventions aligned to IEP goals; monitor progress more frequently.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Too few students are proficient in math and ELA, and many are not yet making the growth they need. Without stronger, more consistent instruction and targeted support, students will continue to fall behind - especially those already performing below grade level.
Critical Root Cause: - Inconsistent use of Tier 1 materials and scaffolding, especially in math, leading to limited access to grade-level content for struggling learners. - Insufficient Tier 2 supports for students who are behind--interventions exist but are not always consistent, data-driven, or well-monitored. - Limited use of real-time data (e.g., checks for understanding, exit tickets) to inform instruction and reteaching. Instructional time lost due to absenteeism, making it harder to build momentum or close gaps with continuity.

Problem Statement 2 (Prioritized): Many students - especially those who are behind - are not making the growth needed to reach proficiency, particularly in math. While overall growth rates are promising (MGPs above 50), fewer than 30% of students are meeting their Adequate Growth Percentiles (AGPs) in math. This signals a need to better support students who are already struggling, to help them catch up and stay on track.
Critical Root Cause: - Tier 2 interventions are limited or inconsistently delivered--students below grade level aren't always receiving the intensity or frequency of support they need. - Instruction is not yet differentiated enough to meet the needs of a wide range of learners, especially in mixed-ability classrooms. - PLC structures exist but are not yet focused on student growth data, making it harder to plan targeted instruction for students who are behind. - Staff capacity is stretched, limiting time for progress monitoring, small group instruction, and personalized follow-up.

Adult Learning Culture

Adult Learning Culture Areas of Strength

At Schurz, we have important building blocks in place to strengthen **Tier 1 instruction** and professional practice. With the adoption of new **ELA and Math instructional materials**, teachers now have access to high-quality, standards-aligned resources that provide a strong foundation for consistent instruction. **PLC time is scheduled weekly**, creating space that can be leveraged for more intentional collaboration around lesson planning, student work analysis, and instructional moves.

Our teachers are deeply **committed to student success** and eager to grow, especially when given the right supports and time to collaborate. We are also seeing **growing interest from leadership in expanding science instruction**, which has the potential to spark student engagement and provide opportunities for **cross-curricular integration**.

Adult Learning Culture Areas for Growth

While progress has been made, we face several challenges that limit the full impact of our adult learning systems. **Implementation of new ELA and Math materials** varies across classrooms, with some teachers more confident than others in planning and delivering grade-level content. **PLCs are not consistently used for instructional planning or student work analysis**, and often default to operational updates rather than collaborative inquiry.

At the same time, **coaching, feedback, and walkthroughs are not yet systematic**, making it difficult to calibrate expectations and build shared practices across the school. Finally, teachers have **limited time and capacity** for job-embedded professional learning, particularly in a small, rural context where **instructional leadership is stretched thin**.

Adult Learning Culture Equity Resource Supports

Group	Challenge	Solution
English Learners (ELs)	Teachers need additional strategies to effectively scaffold new HQIM for ELs; limited bilingual resources.	Integrate EL scaffolds into PLC planning and coaching; provide model lessons and translated family supports.
Foster/Homeless Students	Instructional disruptions make consistent access to Tier 1 and interventions harder to sustain.	Ensure PLCs and coaching emphasize flexible planning and re-entry routines so students can re-engage quickly.
Free and Reduced Lunch (FRL)	Students often start behind academically, and uneven instructional practice widens gaps.	Use HQIM with fidelity; ensure PLCs analyze subgroup data to target scaffolds and supports consistently.
Migrant/Title I-C Eligible	Irregular attendance disrupts continuity of learning, requiring teachers to adapt instruction.	Provide PLC protocols and coaching focused on catching students up through HQIM embedded assessments.
Racial/Ethnic Minorities	Lower relationships scores and inconsistent Tier 1 instruction impact access to grade-level learning.	Provide PD on culturally responsive instruction; calibrate walkthroughs and coaching to ensure equitable expectations.
Students with IEPs	General and special educators lack consistent time and structures for joint planning.	Schedule collaboration in PLCs; align coaching and walkthrough feedback to both HQIM and IEP goals.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Our Tier 1 instruction is inconsistent across classrooms. We've adopted high-quality materials in ELA and Math, and we're committed to using them well - but day-to-day instruction still varies in clarity, pacing, and alignment to grade-level expectations. Teachers are navigating new curricula with limited planning time and uneven support. Without shared expectations and consistent structures, students don't yet experience instruction that's reliably rigorous or responsive.
Critical Root Cause: - Variation in lesson planning practices and alignment to HQIM - Inconsistent use of PLCs for collaborative planning and student-centered reflection - Limited access to job-embedded coaching and real-time instructional feedback - Lack of a shared vision or tool for strong, aligned Tier 1 instruction

Problem Statement 2 (Prioritized): We have weekly PLC time, but it's not yet focused on improving instruction. PLCs are often used for operational updates or logistics, and professional learning doesn't always connect to what teachers are doing in the classroom. Teachers are eager to grow, but the current structures don't give them the time, space, or support to collaborate deeply. Without stronger follow-through and connection to real classroom challenges, promising strategies stall out.
Critical Root Cause: - PLCs lack clear structure, facilitation, and alignment to instructional priorities - Professional learning is not consistently targeted to teacher needs or curriculum-specific challenges - Teachers have limited time to plan, internalize, or follow up on new strategies - Peer collaboration, modeling, and feedback are not yet systematized

Connectedness

Connectedness Areas of Strength

Our staff consistently demonstrate a strong **commitment** to students' well-being, often going above and beyond to support them both **academically** and **personally**. Students notice these efforts—three out of four report that an **adult notices when they are absent**, which gives us a strong foundation to build a true "**every student known**" system.

We are also making use of **student voice** by collecting data on their experiences through the **climate survey**. This provides valuable insight into how our students perceive **safety, relationships, and belonging**, and it positions us to make targeted improvements in the areas where students are telling us they need more support.

Connectedness Areas for Growth

At our school, **chronic absenteeism** continues to be a persistent challenge. We see how missed instructional time contributes to **unfinished learning**, weaker **engagement**, and in many cases, a sense of **disconnection** from school. Our recent **climate survey** results reinforce this concern.

Only **one in four** of our students report feeling like they **belong** at school, and just **41%** say they are **happy** to be here. Fewer than half feel **safe**, which impacts both learning and overall well-being. Our **Relationships** score (305) also falls below the district average (316) and the state average (362), showing that many of our students do not yet feel strongly connected to their **teachers** or **peers**.

Right now, we do not have a consistent system to ensure that every student is connected with a **trusted adult** or that **early warning signs** of withdrawal are flagged and addressed. Without those structures, too many of our students are left without the strong **relationships** and **supports** they need to thrive.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers limit communication with families about absences; limited access to bilingual staff.	Provide translated materials, use interpreters for outreach, and train staff on culturally responsive relationship-building.
Foster/Homeless	Unstable housing and frequent moves lead to inconsistent attendance and weak school connections.	Assign a point-of-contact staff member, provide transportation assistance, and ensure quick re-engagement after absences.
Free and Reduced Lunch	Economic hardship may contribute to higher absenteeism (work responsibilities, limited health care).	Offer school-based supports (meals, clothing closet, health referrals) and targeted outreach to reduce barriers.
Migrant/Title I-C Eligible	Irregular schedules and mobility disrupt attendance and peer connections.	Create flexible scheduling options, provide tutoring and catch-up supports, and pair students with a trusted adult for continuity.
Racial/Ethnic Minorities	Students may feel less connected to teachers or experience bias, impacting belonging and engagement.	Provide staff professional learning on inclusive practices, monitor relationship data by subgroup, and highlight student voices in surveys/ focus groups.
Students with IEPs	Missed instructional time has greater impact; relationships with adults may be inconsistent across settings.	Ensure case managers track attendance closely, integrate relationship-building routines into IEP supports, and provide Tier 2/3 interventions quickly when patterns emerge.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Too many students are chronically absent or feel disconnected from school and their peers, which negatively impacts their academic success and emotional well-being. While staff are deeply committed, the school lacks consistent structures to monitor connection, intervene early, and ensure every student is known and supported.
Critical Root Cause: - Limited use of attendance and survey data to identify students at risk of disengagement - No formal system for adult-student connection or check-ins - Inconsistent SEL, PBIS, and relationship-building practices across classrooms - High levels of reported bullying and low peer respect - Staff capacity challenges, making it difficult to sustain proactive engagement

Problem Statement 2 (Prioritized): Students at Schurz Elementary report low levels of supportive relationships with both adults and peers, which limits their sense of connection to school and may negatively impact engagement, attendance, and overall school climate.
Critical Root Cause: - Inconsistent relationship-building routines: Staff do not yet have consistent practices (e.g., check-ins, advisory structures, mentoring systems) to ensure every student feels connected to at least one adult. - Limited time and structures for peer connection: Few formal opportunities exist for students to build positive peer relationships and practice social-emotional skills. - Communication gaps: Students may not perceive teachers' care or availability because of limited time for one-on-one interactions or inconsistent follow-through on student concerns.

Priority Problem Statements

Problem Statement 1: Too many students are chronically absent or feel disconnected from school and their peers, which negatively impacts their academic success and emotional well-being. While staff are deeply committed, the school lacks consistent structures to monitor connection, intervene early, and ensure every student is known and supported.

Critical Root Cause 1: - Limited use of attendance and survey data to identify students at risk of disengagement - No formal system for adult-student connection or check-ins - Inconsistent SEL, PBIS, and relationship-building practices across classrooms - High levels of reported bullying and low peer respect - Staff capacity challenges, making it difficult to sustain proactive engagement

Problem Statement 1 Areas: Connectedness

Problem Statement 2: Too few students are proficient in math and ELA, and many are not yet making the growth they need. Without stronger, more consistent instruction and targeted support, students will continue to fall behind - especially those already performing below grade level.

Critical Root Cause 2: - Inconsistent use of Tier 1 materials and scaffolding, especially in math, leading to limited access to grade-level content for struggling learners. - Insufficient Tier 2 supports for students who are behind--interventions exist but are not always consistent, data-driven, or well-monitored. - Limited use of real-time data (e.g., checks for understanding, exit tickets) to inform instruction and reteaching. Instructional time lost due to absenteeism, making it harder to build momentum or close gaps with continuity.

Problem Statement 2 Areas: Student Success

Problem Statement 3: Many students - especially those who are behind - are not making the growth needed to reach proficiency, particularly in math. While overall growth rates are promising (MGPs above 50), fewer than 30% of students are meeting their Adequate Growth Percentiles (AGPs) in math. This signals a need to better support students who are already struggling, to help them catch up and stay on track.

Critical Root Cause 3: - Tier 2 interventions are limited or inconsistently delivered--students below grade level aren't always receiving the intensity or frequency of support they need. - Instruction is not yet differentiated enough to meet the needs of a wide range of learners, especially in mixed-ability classrooms. - PLC structures exist but are not yet focused on student growth data, making it harder to plan targeted instruction for students who are behind. - Staff capacity is stretched, limiting time for progress monitoring, small group instruction, and personalized follow-up.

Problem Statement 3 Areas: Student Success

Problem Statement 4: Our Tier 1 instruction is inconsistent across classrooms. We've adopted high-quality materials in ELA and Math, and we're committed to using them well - but day-to-day instruction still varies in clarity, pacing, and alignment to grade-level expectations. Teachers are navigating new curricula with limited planning time and uneven support. Without shared expectations and consistent structures, students don't yet experience instruction that's reliably rigorous or responsive.

Critical Root Cause 4: - Variation in lesson planning practices and alignment to HQIM - Inconsistent use of PLCs for collaborative planning and student-centered reflection - Limited access to job-embedded coaching and real-time instructional feedback - Lack of a shared vision or tool for strong, aligned Tier 1 instruction

Problem Statement 4 Areas: Adult Learning Culture

Problem Statement 5: We have weekly PLC time, but it's not yet focused on improving instruction. PLCs are often used for operational updates or logistics, and professional learning doesn't always connect to what teachers are doing in the classroom. Teachers are eager to grow, but the current structures don't give them the time, space, or support to collaborate deeply. Without stronger follow-through and connection to real classroom challenges, promising strategies stall out.

Critical Root Cause 5: - PLCs lack clear structure, facilitation, and alignment to instructional priorities - Professional learning is not consistently targeted to teacher needs or curriculum-specific challenges - Teachers have limited time to plan, internalize, or follow up on new strategies - Peer collaboration, modeling, and feedback are not yet systematized

Problem Statement 5 Areas: Adult Learning Culture

Problem Statement 6: Students at Schurz Elementary report low levels of supportive relationships with both adults and peers, which limits their sense of connection to school and may negatively impact engagement, attendance, and overall school climate.

Critical Root Cause 6: - Inconsistent relationship-building routines: Staff do not yet have consistent practices (e.g., check-ins, advisory structures, mentoring systems) to ensure every student feels connected to at least one adult. - Limited time and structures for peer connection: Few formal opportunities exist for students to build positive peer relationships and practice social-emotional skills. - Communication gaps: Students may not perceive teachers' care or availability because of limited time for one-on-one interactions or inconsistent follow-through on student concerns.

Problem Statement 6 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Early childhood literacy and math data
- Early reading assessment results
- End-of-Unit Assessments
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- MyPath
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Student failure and/or retention rates

Adult Learning Culture

- Lesson Plans
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Study of best practices
- Teacher evaluation
- Teacher retention
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Enrollment trends
- Perception/survey data
- School safety data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Goal 1A -- K-3 Reading (MAP) By Spring 2026, at least 65% of K-3 students will meet or exceed their personalized MAP Reading growth goal (spring - spring), and the percentage at/above the 65th percentile on spring MAP Reading will increase by +5 points over Spring 2025.

Goal 1B -- ELA (state-tested grades) In SY25-26, we will increase ELA proficiency by 6 percentage points, median growth percentile (MGP) by 7 points, and adequate growth percentile (AGP) by 6 percentage points through the consistent use of high-quality instructional materials and targeted student support.

Formative Measures: - Fall/Winter MAP Reading (K-6) - track % meeting growth projections, % [?]65th percentile, and median conditional growth percentile.
- ELA module/unit assessments - % proficient.
- Intervention progress monitoring for students receiving RBG3 supports.

Aligns with District Goal

Improvement Strategy 1 Details	Reviews			
	Status Check			EOY Reflection
	Nov	Jan	Mar	June
	No review	No review	No review	

Improvement Strategy 1: Implement the adopted high-quality ELA curriculum and common assessments with intentionality.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	(District) Provide training and refreshers on curriculum use and pacing guides		August, January
2	(School) Monitor classroom instruction for alignment to curriculum		Monthly
3	(District/School) Schedule and administer common formative assessments in IL on district calendar		Quarterly
4	(School) Analyze assessment data and MAP fall/winter results in PLCs to adjust instruction		Quarterly
5	(School) Give teachers feedback and coaching on curriculum implementation		Ongoing

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.6
Evidence Level
Problem Statements/Critical Root Cause: Student Success 1

Improvement Strategy 2 Details	Reviews			
	Status Check			EOY Reflection
	Nov	Jan	Mar	June
	No review	No review	No review	

Improvement Strategy 2: Provide frequent, embedded literacy interventions for students reading below grade level

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	(School) Identify students using screening, MAP results, and progress monitoring data		Sept, Jan, Apr
2	(School) Schedule intervention blocks within the master schedule		Aug
3	(District) Train teachers and interventionists on evidence-based literacy practices		Oct, Jan
4	(School) Track intervention progress with assessments, MAP checkpoints, and work samples		Monthly
5	(School) Adjust groupings and supports based on ongoing progress monitoring		Monthly

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Student Success 1, 2

Improvement Strategy 3 Details	Reviews

Improvement Strategy 3: Integrate literacy across all curricula, including every subject/content area.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	(District/School) Train non-ELA teachers on content-area literacy strategies (e.g., vocabulary, text discussion)		Oct, Jan
2	(School) Embed reading and writing tasks in math, science, social studies, and electives		Quarterly
3	(School) Provide scaffolds (sentence frames, organizers, etc) for literacy tasks across content areas		Ongoing
4	(School) Celebrate literacy through school-wide events (e.g., family reading nights, book challenges)		Quarterly
5	(District/School) Share literacy strategies and resources with families and community		Quarterly

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

Status Check			EOY Reflection
Nov	Jan	Mar	June
No review	No review	No review	

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Too few students are proficient in math and ELA, and many are not yet making the growth they need. Without stronger, more consistent instruction and targeted support, students will continue to fall behind - especially those already performing below grade level. **Critical Root Cause**: - Inconsistent use of Tier 1 materials and scaffolding, especially in math, leading to limited access to grade-level content for struggling learners. - Insufficient Tier 2 supports for students who are behind--interventions exist but are not always consistent, data-driven, or well-monitored. - Limited use of real-time data (e.g., checks for understanding, exit tickets) to inform instruction and reteaching. Instructional time lost due to absenteeism, making it harder to build momentum or close gaps with continuity.

Problem Statement 2: Many students - especially those who are behind - are not making the growth needed to reach proficiency, particularly in math. While overall growth rates are promising (MGPs above 50), fewer than 30% of students are meeting their Adequate Growth Percentiles (AGPs) in math. This signals a need to better support students who are already struggling, to help them catch up and stay on track. **Critical Root Cause**: - Tier 2 interventions are limited or inconsistently delivered--students below grade level aren't always receiving the intensity or frequency of support they need. - Instruction is not yet differentiated enough to meet the needs of a wide range of learners, especially in mixed-ability classrooms. - PLC structures exist but are not yet focused on student growth data, making it harder to plan targeted instruction for students who are behind. - Staff capacity is stretched, limiting time for progress monitoring, small group instruction, and personalized follow-up.

Inquiry Area 1: Student Success

SMART Goal 2: In SY25-26, we will increase math proficiency by 5 percentage points, MGP by 7 points, and AGP by 6 percentage points through the consistent use of high-quality instructional materials and targeted student support.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Implement the adopted high-quality Math curriculum and common assessments with intentionality.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	(District) Provide initial and refresher training on curriculum use and pacing guides		Aug, Jan
2	(School) Monitor classroom instruction for alignment to curriculum		Monthly
3	(District/School) Schedule and administer common formative assessments in IL on district calendar		Quarterly
4	(School) Analyze common assessment data in PLCs to adjust instruction		Quarterly
5	(School) Give teachers feedback and coaching on curriculum implementation		Ongoing

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Student Success 1, 2

Reviews

Status Check			EOY Reflection
Nov	Jan	Mar	June
No review	No review	No review	

Improvement Strategy 2 Details

Improvement Strategy 2: Provide frequent, embedded math interventions for students performing below grade level.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	(School) Identify students for intervention using screening and progress-monitoring data		Sept, Jan, Apr
2	(School) Schedule intervention blocks within the master schedule		Aug
3	(District/School) Train teachers/interventionists on math practices		Aug, Jan
4	(School) Track intervention progress with regular assessments and student work samples		Monthly
5	(School) Adjust groupings and supports based on ongoing progress monitoring		Monthly

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.6
Evidence Level
Level 1: Strong: Tutoring
Problem Statements/Critical Root Cause: Student Success 1, 2

Reviews

Status Check			EOY Reflection
Nov	Jan	Mar	June
No review	No review	No review	

Improvement Strategy 3 Details

Improvement Strategy 3: Create math practice and engagement activities across the school community

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	(School) Organize schoolwide math events (e.g., Math Nights, Math Olympics, family game nights)		Quarterly
2	(District/School) Provide families with take-home resources for practicing math together		Quarterly
3	(School) Celebrate student math achievements with recognition boards, certificates, or shout-outs		Quarterly

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.6
Evidence Level
Problem Statements/Critical Root Cause: Student Success 1, 2

Reviews

Status Check			EOY Reflection
Nov	Jan	Mar	June
No review	No review	No review	

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 1: Too few students are proficient in math and ELA, and many are not yet making the growth they need. Without stronger, more consistent instruction and targeted support, students will continue to fall behind - especially those already performing below grade level. **Critical Root Cause**: - Inconsistent use of Tier 1 materials and scaffolding, especially in math, leading to limited access to grade-level content for struggling learners. - Insufficient Tier 2 supports for students who are behind--interventions exist but are not always consistent, data-driven, or well-monitored. - Limited use of real-time data (e.g., checks for understanding, exit tickets) to inform instruction and reteaching. Instructional time lost due to absenteeism, making it harder to build momentum or close gaps with continuity.
Problem Statement 2: Many students - especially those who are behind - are not making the growth needed to reach proficiency, particularly in math. While overall growth rates are promising (MGPs above 50), fewer than 30% of students are meeting their Adequate Growth Percentiles (AGPs) in math. This signals a need to better support students who are already struggling, to help them catch up and stay on track. **Critical Root Cause**: - Tier 2 interventions are limited or inconsistently delivered--students below grade level aren't always receiving the intensity or frequency of support they need. - Instruction is not yet differentiated enough to meet the needs of a wide range of learners, especially in mixed-ability classrooms. - PLC structures exist but are not yet focused on student growth data, making it harder to plan targeted instruction for students who are behind. - Staff capacity is stretched, limiting time for progress monitoring, small group instruction, and personalized follow-up.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: In SY25-26, at least 80% of our instructional staff will demonstrate measurable growth in core instructional practices (clarity of objectives, standards-aligned tasks, scaffolding, and engagement routines) through strengthened PLCs and job-embedded professional learning.

Formative Measures: - Instructional Walkthrough Rubric Scores
- Coaching/PLC Progress Monitoring
- Teacher Self-Assessment/Survey"

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Strengthen PLCs to drive collaborative planning and student work analysis.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Schedule consistent, protected PLC time in the master calendar		Aug
2	Use district-provided PLC protocols to guide collaborative lesson planning and student work analysis		Weekly
3	Review HQIM common assessments and student work in PLCs to identify learning gaps and adjust instruction		Ongoing
4	Document instructional adjustments in PLC notes, lesson plans, or trackers		Ongoing
5	Share PLC outcomes with school leadership teams and the district to highlight progress and needs		Quarterly

Evidence Level
Level 3: Promising: Quasi-experimental and descriptive evidence

Problem Statements/Critical Root Cause: Adult Learning Culture 1, 2

Reviews

Status Check			EOY Reflection
Nov	Jan	Mar	June
No review	No review	No review	

Improvement Strategy 2 Details				Reviews			
				Status Check			EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	Mar	June
1	(School) Implement the district PL schedule in staff meetings, PLCs, and coaching cycles		Ongoing	No review	No review	No review	
2	(School) Schedule regular coaching sessions with teachers tied to the instructional framework		Quarterly				
3	(School) Use PLC time for reflection and student work analysis connected to core instructional practices		Weekly				
4	(School) Track school-level data on walkthroughs/coaching and share results with staff and district leaders		Quarterly				

Improvement Strategy 2: Provide job-embedded professional learning to strengthen core instructional practices.

Evidence Level

Problem Statements/Critical Root Cause: Adult Learning Culture 1, 2

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Our Tier 1 instruction is inconsistent across classrooms. We've adopted high-quality materials in ELA and Math, and we're committed to using them well - but day-to-day instruction still varies in clarity, pacing, and alignment to grade-level expectations. Teachers are navigating new curricula with limited planning time and uneven support. Without shared expectations and consistent structures, students don't yet experience instruction that's reliably rigorous or responsive. **Critical Root Cause**: - Variation in lesson planning practices and alignment to HQIM - Inconsistent use of PLCs for collaborative planning and student-centered reflection - Limited access to job-embedded coaching and real-time instructional feedback - Lack of a shared vision or tool for strong, aligned Tier 1 instruction
Problem Statement 2: We have weekly PLC time, but it's not yet focused on improving instruction. PLCs are often used for operational updates or logistics, and professional learning doesn't always connect to what teachers are doing in the classroom. Teachers are eager to grow, but the current structures don't give them the time, space, or support to collaborate deeply. Without stronger follow-through and connection to real classroom challenges, promising strategies stall out. **Critical Root Cause**: - PLCs lack clear structure, facilitation, and alignment to instructional priorities - Professional learning is not consistently targeted to teacher needs or curriculum-specific challenges - Teachers have limited time to plan, internalize, or follow up on new strategies - Peer collaboration, modeling, and feedback are not yet systematized

Inquiry Area 3: Connectedness

SMART Goal 1: In SY25-26, we will reduce our chronic absenteeism rate by 25% (from 28.5% to 21.4%) through consistent attendance monitoring, family engagement, and targeted student support.

Formative Measures: % of students On-Track to 90%+ (YTD)

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Implement a tiered attendance support system, including early-warning flags, weekly data reviews to identify students with frequent absences.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	(District) Set up early-warning flags in the SIS (e.g., 5, 10, 15 absences)		Aug
2	(District/School) Train school leaders/teams on protocols		Aug-Sep
3	(School) Convene a weekly attendance team to review flagged students		Weekly
4	(School) Document interventions in a shared tracker or SIS		Ongoing
5	(School) Share progress updates with school staff and leadership teams		Monthly

Schoolwide and Targeted Assistance Title I Elements:
2.5
Evidence Level
Level 2: Moderate: Strong quasi-experimental base for early warning/MTSS attendance systems
Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check			EOY Reflection
Nov	Jan	Mar	June
No review	No review	No review	

Improvement Strategy 2 Details

Improvement Strategy 2: Support students with frequent absences and conduct structured family outreach

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	(School) Generate and review a list of students with frequent absences at least monthly		Monthly
2	(School) Hold problem-solving meetings with identified students and families to understand barriers		Monthly
3	(School) Develop individualized re-engagement plans with clear goals and supports		As needed
4	(School) Conduct structured outreach through calls, conferences, and home visits		Ongoing
5	(School) Monitor student attendance progress and adjust plans as needed		Monthly

Schoolwide and Targeted Assistance Title I Elements:
2.6
Evidence Level
Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check			EOY Reflection
Nov	Jan	Mar	June
No review	No review	No review	

Improvement Strategy 3 Details

Improvement Strategy 3: Develop a districtwide incentive program to celebrate consistent attendance and spotlight improvement

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	(School) Implement district incentive program in classrooms, grade levels, and schoolwide events		Monthly
2	(School) Recognize both consistent attendance (95%+) and most improved students		Monthly
3	(School) Publicize celebrations through announcements, assemblies, and parent communications		Monthly
4	(School) Gather student and staff feedback to refine incentives each quarter		Quarterly

Evidence Level
Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check			EOY Reflection
Nov	Jan	Mar	June
No review	No review	No review	

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Too many students are chronically absent or feel disconnected from school and their peers, which negatively impacts their academic success and emotional well-being. While staff are deeply committed, the school lacks consistent structures to monitor connection, intervene early, and ensure every student is known and supported. **Critical Root Cause**: - Limited use of attendance and survey data to identify students at risk of disengagement - No formal system for adult-student connection or check-ins - Inconsistent SEL, PBIS, and relationship-building practices across classrooms - High levels of reported bullying and low peer respect - Staff capacity challenges, making it difficult to sustain proactive engagement

Inquiry Area 3: Connectedness

SMART Goal 2: In SY25-26, we will increase our Relationships climate survey score by at least 50 points (305 to 355) through strengthened relationship-building routines and responsive communication with students and families.

Formative Measures: - Relationships micro-pulse (student)

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Strengthen adult-student relationships and ensure each student is connected with a trusted adult

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	(District) Develop framework for trusted adult system		Aug-Sep
2	(School) Assign each student a trusted adult (advisory teacher, mentor, or staff member)		Sep
3	(District/School) Train staff on relationship-building routines/practices		Sep
4	(School) Build in regular check-in times (e.g., advisory periods, morning meetings, informal mentoring)		Weekly/ Monthly
5	(District/School) Monitor student feedback		Quarterly

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 2

Reviews

Status Check			EOY Reflection
Nov	Jan	Mar	June
No review	No review	No review	

Improvement Strategy 2 Details	Reviews			
	Status Check			EOY Reflection
	Nov	Jan	Mar	June
	No review	No review	No review	

Improvement Strategy 2: Use survey data to identify areas of low belonging and take districtwide action in response

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	(School) Review school-specific survey results with staff and student leadership groups		Quarterly
2	(School) Conduct focus groups or listening sessions with students who report low belonging		
3	(School) Monitor and adjust school-level action steps based on pulse checks		Quarterly

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 2

Improvement Strategy 3 Details	Reviews			
	Status Check			EOY Reflection
	Nov	Jan	Mar	June
	No review	No review	No review	

Improvement Strategy 3: Provide professional learning focused on inclusive practices, peer connection, and emotional safety, aligned to patterns in survey results

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	(District/School) Identify priority PL topics using survey data (inclusive practices, bias awareness, peer connection strategies)		Sep
2	(School) Embed reflection and discussion on inclusive practices into PLCs and staff meetings		Monthly
3	(School) Implement classroom routines that promote peer-to-peer connection (e.g., collaborative tasks, class circles, group problem-solving)		Ongoing

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 2

SMART Goal 2 Problem Statements:

Connectedness
Problem Statement 2: Students at Schurz Elementary report low levels of supportive relationships with both adults and peers, which limits their sense of connection to school and may negatively impact engagement, attendance, and overall school climate. **Critical Root Cause**: - Inconsistent relationship-building routines: Staff do not yet have consistent practices (e.g., check-ins, advisory structures, mentoring systems) to ensure every student feels connected to at least one adult. - Limited time and structures for peer connection: Few formal opportunities exist for students to build positive peer relationships and practice social-emotional skills. - Communication gaps: Students may not perceive teachers' care or availability because of limited time for one-on-one interactions or inconsistent follow-through on student concerns.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Our comprehensive needs assessment included the school leadership team, teacher leaders, and district support staff. The team reviewed ACT and MAP results, graduation and CCR data, and survey feedback. Drafts of the plan were shared with families and the community, and their input helped refine the goals and strategies.

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

Staff, families, and community members contributed through site-based meetings and review opportunities. Parent feedback was collected at school events and through surveys to guide revisions.

2.2: Regular monitoring and revision

Plan progress is monitored through PLC discussions, leadership meetings, and data checks. Adjustments are made based on MAP data, classroom performance, and family feedback.

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

The plan is available on the school website, at the front office, and in newsletters. It is reviewed with families at parent and community events.

2.4: Opportunities for all children to meet State standards

Title I funds support the use of **high-quality instructional materials in ELA and Math**, as well as MAP assessments and teacher professional learning. These investments ensure all students, including those below grade level, have access to grade-level standards. Title I also strengthens PLCs and coaching cycles, helping teachers plan consistent, standards-based instruction.

2.5: Increased learning time and well-rounded education

Title I funds support the use of **high-quality instructional materials in ELA and Math**, as well as MAP assessments and teacher professional learning. These investments ensure all students, including those below grade level, have access to grade-level standards. Title I also strengthens PLCs and coaching cycles, helping teachers plan consistent, standards-based instruction.

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

Title I supports targeted **early literacy and math interventions** for students performing below grade level, along with family literacy events to strengthen home-school connections. These resources ensure at-risk students, including English Learners and students with disabilities, receive the scaffolding needed to make academic progress.

3.1: Annually evaluate the schoolwide plan

The SPP is evaluated through leadership reviews, analysis of MAP data, and reflection on progress toward literacy and math goals. Findings inform updates for the following year.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The Parent Involvement and Family Engagement Policy is developed with parent input and reviewed during school family events. Copies are distributed and posted for families.

4.2: Offer flexible number of parent involvement meetings

Families are offered multiple opportunities to participate, including parent nights, literacy events, and meetings at different times of day.

5.1: Determine which students will be served by following local policy

Students are served according to policy, with priority given to those identified as most at risk through MAP, classroom data, and teacher input.

School Improvement Team

Team Role	Name	Position
Member	Heidi Emm	Teacher
Member	Shannon Williams	Teacher
Member	Shannon Williams	Teacher
Member	Roste Servita	Teacher
Member	Theresa Talamantes	Teacher
Member	Lance West	Principal

ACTION ITEM #4

Mineral County School District

Mineral County High School

2025-2026 School Improvement Plan

Classification: 2 Star School

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (Add a link to the school's School Rating Report.)

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

At Mineral County High School, we are encouraged by signs of progress in **College and Career Readiness (CCR)**. **Participation has grown to 61%**, reflecting stronger outreach and expanded access to pathways in **construction, culinary arts, business, and computer science**. **Graduation rates have also risen to 78.7%**, showing improved student persistence and momentum toward long-term success.

We are also seeing positive momentum in **student recognition and culture**. The **relaunch of the Honor Society** and continued success in **Academic Olympics** have helped boost morale and contribute to a more engaged academic culture. **Staff commitment** remains one of our greatest assets, with educators consistently going above and beyond to support students both academically and socially.

Early foundations in **literacy** are taking hold through **Ellevation PLC modules** and **Writing Across the Curriculum (WAC)** rubrics tied to CCR and SCASS standards. **Student Learning Goals (SLGs)** tied to MAP scores are now embedded in practice, giving students and teachers clearer growth targets. In addition, **SBAC Boot Camp planning and incentives** are in place to build assessment readiness.

Student Success Areas for Growth

Despite rising CCR participation, **CCR completion remains low at 38.7%**, falling short of state benchmarks. Completion gaps are most evident for **Native American students, students with disabilities, English Learners, and students from low-income households**.

MCHS remains rated as a **2-star school** with **36.1 adjusted NSPF points**, indicating that growth, proficiency, and gap closure remain urgent priorities. **Tier 1 instruction in ELA and Math** is inconsistent, with variation in lesson quality, pacing, and scaffolding limiting equitable access to grade-level content.

Although new interventions have been introduced—including **MAP goal-setting** and **SBAC Boot Camps**—they are still in early stages and have yet to produce consistent, schoolwide impact. **Literacy strategies** such as WAC are not yet implemented across all content areas, which limits their effect on student engagement and achievement.

Student Success Equity Resource Supports

As part of the root cause analysis, MCHS reviewed how resource inequities in **people, time, and funding** affect specific student groups in relation to **academic proficiency, growth, graduation, and College and Career Readiness (CCR)**. The table below identifies challenges these groups face and the supports MCHS will use to help address them.

Student Group	Challenge (MCHS data/context)	Solution (aligned to strategies)
English Learners	Lower ELA and Math proficiency and CCR completion rates; language barriers limit access to grade-level tasks.	Embed scaffolds into Tier 1 instruction; use Ellevation strategies in PLCs; provide targeted literacy support.
Foster/Homeless	Irregular attendance disrupts learning, leading to lower proficiency and graduation rates.	Use SIT referrals after 3–4 absences; provide re-entry supports and connect students to academic interventions.

Student Group	Challenge (MCHS data/context)	Solution (aligned to strategies)
Free and Reduced Lunch (FRL)	FRL students are overrepresented among those not meeting proficiency or graduation benchmarks.	Provide targeted interventions and tutoring; strengthen recognition and incentive systems to boost persistence.
Migrant/Title I-C Eligible	Mobility leads to gaps in growth and CCR progress.	Use MAP data and re-entry checklists to quickly identify unfinished learning; ensure pathway advising occurs after absences.
Racial/Ethnic Minorities (including Native American students)	NSPF data show lower CCR completion and proficiency rates for Native American students.	Provide targeted academic interventions; ensure culturally responsive advising and recognition systems.
Students with IEPs	Lower proficiency in ELA/Math and lower CCR completion; need more consistent Tier 1 access.	Ensure accommodations are embedded in Tier 1 planning; use case managers to monitor CCR progress.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Math and ELA proficiency rates remain low, with only 9.8% of students meeting proficiency in Math and 36.1% in ELA. These rates reflect ongoing challenges in Tier 1 instruction, access to grade-level content, and support for historically underserved groups.
Critical Root Cause: - Inconsistent implementation of ELA and Math curricula across classrooms. - Teachers lack tools and support for differentiating instruction and embedding literacy strategies across content areas. - Limited use of real-time student data to guide instructional decisions. - Gaps in scaffolding, engagement, and culturally relevant content in daily instruction. - Insufficient structures to support vertical alignment and PLC-driven planning.

Problem Statement 2 (Prioritized): CCR completion rates remain low, particularly for Native American students, English Learners, students with disabilities, and students from low-income households. While participation is improving, too many students are not finishing a full CCR pathway.
Critical Root Cause: - Structural barriers such as scheduling conflicts, unclear course sequences, and limited dual credit access. - Inconsistent advising and limited student support for tracking CCR progress. - Limited exposure to postsecondary options, role models, and clear pathway expectations. - Perceptions and patterns that limit equitable access to CCR programs.

Adult Learning Culture

Adult Learning Culture Areas of Strength

At Mineral County High School, we are committed to **student success** and are increasingly using **common tools and collaborative structures** such as **PLCs and coaching cycles** to strengthen practice. Early implementation of **high-quality instructional materials (HQIM)** in ELA and Math is laying the foundation for more **aligned, standards-based instruction**. In classrooms where Tier 1 instruction is supported by coaching and collaboration, we are seeing **stronger engagement** and more consistent use of **grade-level tasks**.

A structured cycle of **Ellevation literacy-focused PLCs** has been developed, supporting weekly implementation of **Writing Across the Curriculum (WAC)** practices aligned to SCASS and CCR standards. **Cross-content writing rubrics** have also been developed and are ready for use, providing consistency in student writing expectations. Finally, **coaching support is embedded** into the calendar for prioritized staff, with additional resources from **RPDP and Catapult** helping to provide differentiated support.

Adult Learning Culture Areas for Growth

Despite these foundations, **instructional quality remains uneven** across classrooms, with variation in **lesson design, HQIM use, and grade-level alignment**. We need to strengthen **scaffolding and pacing** to ensure that students performing below grade level can access rigorous content.

Frequent staff turnover and a relatively high proportion of **early-career educators** continue to impact instructional consistency. We are not yet consistently using **formative data** to guide planning or make in-the-moment adjustments. Additionally, stronger **alignment between calendars, committee structures, PD offerings, and PLC focus areas** is needed to ensure instructional systems reinforce one another rather than operate in silos.

Adult Learning Culture Equity Resource Supports

As part of the root cause analysis, MCHS reviewed how resource inequities in **people, time, and funding** affect specific student groups in relation to **PLCs, HQIM use, and instructional quality**. The table below identifies challenges these groups face and the supports MCHS will use to help address them.

Student Group	Challenge (MCHS data/context)	Solution (aligned to strategies)
English Learners	Tier 1 instruction is not always scaffolded to support EL students' access to grade-level content.	Train teachers on scaffolding strategies; use PLCs to analyze EL student work with WAC rubrics.
Foster/Homeless	Inconsistent attendance reduces access to high-quality Tier 1 instruction.	Incorporate re-entry lessons into PLC planning; provide flexible supports through coaching.
Free and Reduced Lunch (FRL)	Students depend on consistent Tier 1 quality; uneven instructional practices widen gaps.	Focus PLCs and coaching on scaffolding and engagement; monitor impact on FRL student work.
Migrant/Title I-C Eligible	Student mobility creates disruptions in instructional continuity.	Use PLC inquiry cycles to quickly identify and address unfinished learning for re-entering students.
Racial/Ethnic Minorities (including Native American students)	Inconsistent HQIM use and lesson design contribute to persistent gaps in proficiency.	Target walkthrough and coaching feedback to strengthen HQIM-aligned Tier 1 instruction.
Students with IEPs	Students with IEPs face barriers when Tier 1 tasks are not accessible or aligned.	Ensure IEP accommodations are addressed in PLC planning; involve case managers in instructional coaching cycles.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized):
Our Tier 1 instruction is inconsistent across content areas. We're committed to using high-quality materials and collaborative structures, but day-to-day instruction still varies in clarity, rigor, and alignment to grade-level expectations. Many of us are navigating new curricula, staffing transitions, and limited time for planning or implementation. Without consistent supports and structures, our students don't yet experience the kind of instruction that leads to deep learning and long-term growth.
Critical Root Cause: - Variation in lesson planning practices and alignment to HQIM - Inconsistent use of PLCs for collaborative planning and data-driven reflection - Limited access to real-time coaching and instructional feedback - Ongoing staffing instability and onboarding challenges for new teachers

Problem Statement 2 (Prioritized): Professional learning isn't yet translating into consistent classroom practice. We're working to strengthen schoolwide instructional systems, but teachers often report that PD is disconnected from immediate needs, and they don't have time or support to reflect and implement new learning. Teachers also note that NEPF coaching is inconsistent and does not always include meaningful follow-up. We want to grow our practice, but the current structures don't always give us space to do that well. Without structured follow-up and space to collaborate, many promising strategies stall out before they reach the classroom.
Critical Root Cause: - PD offerings are not always aligned to schoolwide priorities or content-specific needs - Lack of consistent structures for coaching, modeling, or peer support - PLCs vary in quality, focus, and connection to instructional improvement - NEPF-based coaching cycles lack consistency and sustained follow-up. - Professional learning and committee structures are not yet fully aligned to schoolwide instructional goals.

Connectedness

Connectedness Areas of Strength

Mineral County High School has several promising foundations for building connectedness. **Staff dedication** continues to stand out, with teachers and support staff frequently going above and beyond to support students both inside and outside the classroom. **Student recognition opportunities** such as **Academic Olympics and the Honor Society** are helping build a more positive school culture and sense of belonging.

The school is also beginning to expand supports for student well-being. **Social-emotional learning (SEL) programs** such as **Empower U, Botvin LifeSkills, and Too Good for Drugs** are being implemented as part of a comprehensive approach to supporting students. New structures for **student voice and agency** are developing, providing opportunities for students to contribute to school culture and climate decisions.

Relationships survey results (score of **325**, compared to a district average of **316**) highlight areas of strength, including that **63% of students agreed their teachers care about them**, and **70% reported that an adult notices if they are absent**. These findings reinforce the commitment of staff to student relationships.

Connectedness Areas for Growth

Despite these efforts, relationships remain an area for improvement. The overall **Relationships score of 325** is below the "Adequate" range, with only **39% of students agreeing that teachers understand their problems** and just over half (51%) feeling that teachers make them feel good about themselves. Peer relationships also require attention: only **37% of students agreed that students respect one another**, and just **38% agreed that students like one another**.

At the same time, **chronic absenteeism remains high at 22.6%**, reducing consistent access to instruction and opportunities to strengthen school connectedness. While a **Student Intervention Team (SIT) referral process** is in development to provide earlier support at 3–4 absences or 2–3 behavior referrals, this system is not yet fully implemented. Similarly, **PBIS walkthroughs and quarterly Tiered Fidelity Inventory (TFI) reviews** are planned to support Tier 1 consistency but are not yet embedded schoolwide. Finally, while many students benefit from strong adult support, not all can identify a **trusted adult** at school, and **family engagement** remains uneven, particularly among **Native American families** and families of **students with disabilities and English Learners**.

Connectedness Equity Resource Supports

As part of the root cause analysis, MCHS reviewed how resource inequities in **people, time, and funding** affect specific student groups in relation to **chronic absenteeism and relationships**. The table below identifies challenges these groups face and the supports MCHS will use to help address them.

Student Group	Challenge (MCHS data/context)	Solution (aligned to strategies)
English Learners	Language barriers make family communication harder and can limit peer relationships.	Provide translated communication; ensure EL students are included in trusted adult and mentoring systems.
Foster/Homeless	Unstable housing leads to higher absenteeism and difficulty forming consistent relationships.	Use SIT referrals at 3–4 absences/2–3 referrals; assign mentors or case managers; connect to wraparound services.
Free and Reduced Lunch (FRL)	Economic challenges contribute to absenteeism and weaker connections to school.	Celebrate consistent attendance through incentives; strengthen outreach to FRL families.

Student Group	Challenge (MCHS data/context)	Solution (aligned to strategies)
Migrant/Title I-C Eligible	Mobility disrupts attendance and continuity in relationships with staff and peers.	Develop re-entry checklists and SIT follow-up routines; provide targeted relationship-building supports.
Racial/Ethnic Minorities (including Native American students)	Climate survey data show relationships are inconsistent; CCR data show persistent gaps for Native American students.	Provide culturally responsive SEL and PBIS practices; increase opportunities for student voice and belonging.
Students with IEPs	Students with IEPs have lower attendance and may lack a consistent trusted adult.	Ensure case managers serve as trusted adults; integrate relationship supports into IEP goals and SIT plans.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Too many students are chronically absent or feel disconnected from school and their peers, which negatively impacts their academic success and emotional well-being. While staff are deeply committed, the school lacks consistent structures to monitor connection, intervene early, and ensure every student is known and supported.
Critical Root Cause: - Limited use of attendance and engagement data to identify patterns and intervene early - No shared system for checking in on or re-engaging students with frequent absences or signs of withdrawal - Inconsistent implementation of SEL, PBIS, and relationship-building practices across classrooms - Staff burnout and limited time for proactive relationship work - PBIS Tier 1 expectations and practices are not implemented with consistency across classrooms. - SEL instruction is not embedded daily and varies by teacher or program familiarity. - Attendance and behavior interventions are often reactive rather than preventive.

Problem Statement 2 (Prioritized): Students at Mineral County High School report low levels of supportive relationships with both adults and peers, which limits their sense of connection to school and may negatively impact engagement, attendance, and overall school climate. The school's Relationships climate survey score (325) is below the state average (362) and in the "Needs Improvement" range.
Critical Root Cause: - Inconsistent relationship-building routines: Staff do not yet have consistent practices (e.g., check-ins, advisory structures, mentoring systems) to ensure every student feels connected to at least one adult. - Limited time and structures for peer connection: Few formal opportunities exist for students to build positive peer relationships and practice social-emotional skills, as reflected in low peer survey items (37% say students respect one another; 38% say students like one another). - Communication gaps: Students may not perceive teachers' care or availability because of limited one-on-one interactions, inconsistent follow-up on concerns, or the lack of structures that ensure every student feels understood.

Priority Problem Statements

Problem Statement 1: Math and ELA proficiency rates remain low, with only 9.8% of students meeting proficiency in Math and 36.1% in ELA. These rates reflect ongoing challenges in Tier 1 instruction, access to grade-level content, and support for historically underserved groups.

Critical Root Cause 1: - Inconsistent implementation of ELA and Math curricula across classrooms. - Teachers lack tools and support for differentiating instruction and embedding literacy strategies across content areas. - Limited use of real-time student data to guide instructional decisions. - Gaps in scaffolding, engagement, and culturally relevant content in daily instruction. - Insufficient structures to support vertical alignment and PLC-driven planning.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Professional learning isn't yet translating into consistent classroom practice. We're working to strengthen schoolwide instructional systems, but teachers often report that PD is disconnected from immediate needs, and they don't have time or support to reflect and implement new learning. Teachers also note that NEPF coaching is inconsistent and does not always include meaningful follow-up. We want to grow our practice, but the current structures don't always give us space to do that well. Without structured follow-up and space to collaborate, many promising strategies stall out before they reach the classroom.

Critical Root Cause 2: - PD offerings are not always aligned to schoolwide priorities or content-specific needs - Lack of consistent structures for coaching, modeling, or peer support - PLCs vary in quality, focus, and connection to instructional improvement - NEPF-based coaching cycles lack consistency and sustained follow-up. - Professional learning and committee structures are not yet fully aligned to schoolwide instructional goals.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Our Tier 1 instruction is inconsistent across content areas. We're committed to using high-quality materials and collaborative structures, but day-to-day instruction still varies in clarity, rigor, and alignment to grade-level expectations. Many of us are navigating new curricula, staffing transitions, and limited time for planning or implementation. Without consistent supports and structures, our students don't yet experience the kind of instruction that leads to deep learning and long-term growth.

Critical Root Cause 3: - Variation in lesson planning practices and alignment to HQIM - Inconsistent use of PLCs for collaborative planning and data-driven reflection - Limited access to real-time coaching and instructional feedback - Ongoing staffing instability and onboarding challenges for new teachers

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: CCR completion rates remain low, particularly for Native American students, English Learners, students with disabilities, and students from low-income households. While participation is improving, too many students are not finishing a full CCR pathway.

Critical Root Cause 4: - Structural barriers such as scheduling conflicts, unclear course sequences, and limited dual credit access. - Inconsistent advising and limited student support for tracking CCR progress. - Limited exposure to postsecondary options, role models, and clear pathway expectations. - Perceptions and patterns that limit equitable access to CCR programs.

Problem Statement 4 Areas: Student Success

Problem Statement 5: Students at Mineral County High School report low levels of supportive relationships with both adults and peers, which limits their sense of connection to school and may negatively impact engagement, attendance, and overall school climate. The school's Relationships climate survey score (325) is below the state average (362) and in the "Needs Improvement" range.

Critical Root Cause 5: - Inconsistent relationship-building routines: Staff do not yet have consistent practices (e.g., check-ins, advisory structures, mentoring systems) to ensure every student feels connected to at least one adult. - Limited time and structures for peer connection: Few formal opportunities exist for students to build positive peer relationships

and practice social-emotional skills, as reflected in low peer survey items (37% say students respect one another; 38% say students like one another). - Communication gaps: Students may not perceive teachers' care or availability because of limited one-on-one interactions, inconsistent follow-up on concerns, or the lack of structures that ensure every student feels understood.

Problem Statement 5 Areas: Connectedness

Problem Statement 6: Too many students are chronically absent or feel disconnected from school and their peers, which negatively impacts their academic success and emotional well-being. While staff are deeply committed, the school lacks consistent structures to monitor connection, intervene early, and ensure every student is known and supported.

Critical Root Cause 6: - Limited use of attendance and engagement data to identify patterns and intervene early - No shared system for checking in on or re-engaging students with frequent absences or signs of withdrawal - Inconsistent implementation of SEL, PBIS, and relationship-building practices across classrooms - Staff burnout and limited time for proactive relationship work - PBIS Tier 1 expectations and practices are not implemented with consistency across classrooms. - SEL instruction is not embedded daily and varies by teacher or program familiarity. - Attendance and behavior interventions are often reactive rather than preventive.

Problem Statement 6 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- CCR Participation data
- College and career readiness data
- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- CTE
- End-of-Unit Assessments
- Graduation rates/GED/HiSET data
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- SAT, ACT, PSAT or ASPIRE
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Student failure and/or retention rates

Adult Learning Culture

- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- Student Climate Survey
- Study of best practices
- Teacher evaluation
- Teacher retention
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Enrollment trends
- PBIS/MTSS data

- Perception/survey data
- School safety data
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In SY25-26, we will increase ELA proficiency by 6 percentage points through consistent use of high-quality instructional materials and targeted student support.

Formative Measures: - % of students meeting growth targets on MAP Reading
- % of students demonstrating proficiency on ELA HQIM-embedded unit/module assessments
- % of students meeting expectations on common writing tasks using district rubrics

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Implement the adopted high-quality ELA curriculum and common assessments with intentionality

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	District: Provide training and refreshers on curriculum use, pacing guides, and alignment to ACT readiness standards.		(Aug, Jan)
2	School: Monitor lesson plans and instruction for curriculum alignment, grade-level text use, and writing rigor.		(Monthly)
3	District/School: Schedule and administer common assessments, including ACT practice benchmarks.		(Quarterly)
4	School: Analyze assessment data and MAP Reading fall/winter results in PLCs to adjust instruction.		(Quarterly)
5	School: Provide teacher coaching and feedback on curriculum implementation.		(Ongoing)

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level
Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check			EOY Reflection
Nov	Jan	Mar	June
No review	No review	No review	

Improvement Strategy 2 Details	Reviews			
	Status Check			EOY Reflection
	Nov	Jan	Mar	June
	No review	No review	No review	

Improvement Strategy 2: Provide frequent, embedded literacy interventions for students reading below grade level

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	School: Identify students using screening, MAP Reading, ACT practice, and progress monitoring data.		(Sept, Jan, Apr)
2	School: Schedule intervention blocks, tutoring, or support classes in the master schedule.		(Aug)
3	District: Train teachers and interventionists on adolescent literacy practices and scaffolding strategies.		(Oct, Jan)
4	School: Track intervention progress with MAP checkpoints, ACT readiness indicators, and work samples.		(Monthly)
5	School: Adjust groupings/supports based on progress monitoring.		(Monthly)

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

Improvement Strategy 3 Details	Reviews			
	Status Check			EOY Reflection
	Nov	Jan	Mar	June
	No review	No review	No review	

Improvement Strategy 3: Integrate literacy across all curricula, including every subject/content area

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	District/School: Train non-ELA teachers on literacy strategies, with a focus on writing across the curriculum (WAC).		(Oct, Jan)
2	School: Embed reading/writing tasks into science, social studies, and CTE courses.		(Quarterly)
3	School: Provide scaffolds (sentence frames, organizers) for literacy tasks across content areas.		(Ongoing)
4	District/School: Use a simple look-for tool during quick walkthroughs to give bite-size feedback on literacy routines.		(Monthly)
5	School: Celebrate literacy through recognition boards, showcases, and family shares.		(Quarterly)
6	District/School: Share tips/resources with families in plain language.		(Quarterly)

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Math and ELA proficiency rates remain low, with only 9.8% of students meeting proficiency in Math and 36.1% in ELA. These rates reflect ongoing challenges in Tier 1 instruction, access to grade-level content, and support for historically underserved groups. **Critical Root Cause**: - Inconsistent implementation of ELA and Math curricula across classrooms. - Teachers lack tools and support for differentiating instruction and embedding literacy strategies across content areas. - Limited use of real-time student data to guide instructional decisions. - Gaps in scaffolding, engagement, and culturally relevant content in daily instruction. - Insufficient structures to support vertical alignment and PLC-driven planning.

Inquiry Area 1: Student Success

SMART Goal 2: In SY25-26, we will increase math proficiency by 5 percentage points through consistent use of high-quality instructional materials and targeted student support.

Formative Measures: - % of students meeting growth targets on MAP Math
- % of students demonstrating proficiency on Math HQIM-embedded unit/module assessments
- % of students passing Algebra I, Geometry, or Algebra II courses on the first attempt

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Implement the adopted high-quality Math curriculum and common assessments with intentionality

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	District: Provide training and refreshers on curriculum use, pacing guides, and ACT readiness standards.		(Aug, Jan)
2	School: Monitor lesson plans and instruction for alignment to curriculum and course expectations in Algebra I, Geometry, and Algebra II.		(Monthly)
3	District/School: Schedule and administer common assessments, including ACT practice benchmarks.		(Quarterly)
4	School: Analyze assessment data and MAP Math fall/winter results in PLCs to adjust instruction.		(Quarterly)
5	School: Provide teacher coaching and feedback on implementation.		(Ongoing)

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check			EOY Reflection
Nov	Jan	Mar	June
No review	No review	No review	

Improvement Strategy 2 Details	Reviews			
	Status Check			EOY Reflection
	Nov	Jan	Mar	June
	No review	No review	No review	

Improvement Strategy 2: Provide frequent, embedded math interventions for students performing below grade level

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	School: Identify students using MAP Math, ACT practice, course grades, and progress monitoring data.		(Sept, Jan, Apr)
2	School: Schedule intervention supports within the master schedule (tutoring, credit recovery, or small-group math labs).		(Aug)
3	District: Train teachers and interventionists on evidence-based math intervention practices.		(Oct, Jan)
4	School: Track intervention progress with MAP checkpoints, course pass data, and work samples (Monthly).		
5	School: Adjust groupings/supports based on progress monitoring (Monthly).		

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

Improvement Strategy 3 Details				Reviews			
Improvement Strategy 3: Create math practice and engagement activities across the school community				Status Check			EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	Mar	June
1	District/School: Organize math events or challenges (e.g., ACT prep competitions, Math Nights, recognition programs).		(Quarterly)	No review	No review	No review	
2	School: Embed math practice activities into advisory, announcements, and schoolwide events.		(Monthly)				
3	School: Partner with CTE and science departments to highlight real-world math applications.		(Quarterly)				
4	School: Celebrate math achievement (growth, proficiency, course success) with recognition boards, certificates, or assemblies.		(Quarterly)				

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5
Evidence Level
Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 1: Math and ELA proficiency rates remain low, with only 9.8% of students meeting proficiency in Math and 36.1% in ELA. These rates reflect ongoing challenges in Tier 1 instruction, access to grade-level content, and support for historically underserved groups. **Critical Root Cause**: - Inconsistent implementation of ELA and Math curricula across classrooms. - Teachers lack tools and support for differentiating instruction and embedding literacy strategies across content areas. - Limited use of real-time student data to guide instructional decisions. - Gaps in scaffolding, engagement, and culturally relevant content in daily instruction. - Insufficient structures to support vertical alignment and PLC-driven planning.

Inquiry Area 1: Student Success

SMART Goal 3: In SY25-26, we will increase CCR participation by 4 percentage points and CCR completion by 10 percentage points through expanded access to pathway opportunities, removal of structural barriers, and strengthened early planning and advising.

Formative Measures: - % of students with a completed CCR plan and annual advising update
- % of students enrolled in at least one CCR pathway course (CTE, dual credit, AP)
- % of students on track to complete their CCR pathway (measured by earned credits/sequence progress)

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Implement a CCR pathway monitoring and advising system (including CTE pathways)

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	District: Provide a CCR plan template and progress-tracking tool that includes all CCR options, including expanded CTE pathways		(Aug)
2	School: Ensure every student has a CCR plan developed in grade 9 and updated annually to reflect new CTE and dual credit opportunities		(Sept, ongoing)
3	School: Schedule advising check-ins at least twice per year to review pathway progress and address barriers		(Fall, Spring)
4	School: Use SIT/attendance/advising teams to flag and support off-track students.		(Monthly)
5	District/School: Train counselors, advisors, and teachers on CCR advising and progress monitoring, with updates on new/expanded CTE pathways		(Oct, Jan)

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Student Success 2

Reviews

Status Check			EOY Reflection
Nov	Jan	Mar	June
No review	No review	No review	

Improvement Strategy 2 Details	Reviews

Improvement Strategy 2: Expand scheduling flexibility to increase pathway access (including CTE and dual credit)

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	District: Provide master scheduling guidance and training focused on maximizing access to CCR courses, dual credit, and new/expanded CTE pathways.		(Spring)
2	School: Review and adjust the master schedule to reduce conflicts in CCR, dual credit, and CTE offerings.		(Spring)
3	School: Audit student schedules each semester to identify and resolve barriers to CCR participation and completion.		(Ongoing)
4	District/School: Collaboratively expand access to CTE and dual credit through partnerships, shared staffing, and flexible scheduling models.		(Annual)
5	School: Communicate CCR and CTE opportunities clearly to students and families during registration and advising.		(Spring)

Status Check			EOY Reflection
Nov	Jan	Mar	June
No review	No review	No review	

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Student Success 2

SMART Goal 3 Problem Statements:

Student Success
Problem Statement 2: CCR completion rates remain low, particularly for Native American students, English Learners, students with disabilities, and students from low-income households. While participation is improving, too many students are not finishing a full CCR pathway. **Critical Root Cause**: - Structural barriers such as scheduling conflicts, unclear course sequences, and limited dual credit access. - Inconsistent advising and limited student support for tracking CCR progress. - Limited exposure to postsecondary options, role models, and clear pathway expectations. - Perceptions and patterns that limit equitable access to CCR programs.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: In SY25-26, at least 80% of our instructional staff will demonstrate measurable growth in core instructional practices (clarity of objectives, standards-aligned tasks, scaffolding, and engagement routines) through strengthened PLCs and job-embedded professional learning.

Formative Measures: - Instructional Walkthrough Rubric Scores
- Coaching/PLC Progress Monitoring
- Teacher Self-Assessment/Survey

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Strengthen PLCs to drive collaborative planning and student work analysis.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Schedule consistent, protected PLC time in the master calendar		Aug
2	Use district-provided PLC protocols to guide collaborative lesson planning and student work analysis		Weekly
3	Review HQIM common assessments and student work in PLCs to identify learning gaps and adjust instruction		Ongoing
4	Document instructional adjustments in PLC notes, lesson plans, or trackers		Ongoing
5	Share PLC outcomes with school leadership teams and the district to highlight progress and needs		Quarterly

Evidence Level

Problem Statements/Critical Root Cause: Adult Learning Culture 1, 2

Reviews

Status Check			EOY Reflection
Nov	Jan	Mar	June
No review	No review	No review	

Improvement Strategy 2 Details	Reviews

Improvement Strategy 2: Provide job-embedded professional learning to strengthen core instructional practices.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	(School) Implement the district PL schedule in staff meetings, PLCs, and coaching cycles		Ongoing
2	(School) Schedule regular coaching sessions with teachers tied to the instructional framework		Quarterly
3	(School) Use PLC time for reflection and student work analysis connected to core instructional practices		Weekly
4	(School) Track school-level data on walkthroughs/coaching and share results with staff and district leaders		Quarterly

Status Check			EOY Reflection
Nov	Jan	Mar	June
No review	No review	No review	

Evidence Level

Problem Statements/Critical Root Cause: Adult Learning Culture 1, 2

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Our Tier 1 instruction is inconsistent across content areas. We're committed to using high-quality materials and collaborative structures, but day-to-day instruction still varies in clarity, rigor, and alignment to grade-level expectations. Many of us are navigating new curricula, staffing transitions, and limited time for planning or implementation. Without consistent supports and structures, our students don't yet experience the kind of instruction that leads to deep learning and long-term growth. **Critical Root Cause**: - Variation in lesson planning practices and alignment to HQIM - Inconsistent use of PLCs for collaborative planning and data-driven reflection - Limited access to real-time coaching and instructional feedback - Ongoing staffing instability and onboarding challenges for new teachers

Problem Statement 2: Professional learning isn't yet translating into consistent classroom practice. We're working to strengthen schoolwide instructional systems, but teachers often report that PD is disconnected from immediate needs, and they don't have time or support to reflect and implement new learning. Teachers also note that NEPF coaching is inconsistent and does not always include meaningful follow-up. We want to grow our practice, but the current structures don't always give us space to do that well. Without structured follow-up and space to collaborate, many promising strategies stall out before they reach the classroom. **Critical Root Cause**: - PD offerings are not always aligned to schoolwide priorities or content-specific needs - Lack of consistent structures for coaching, modeling, or peer support - PLCs vary in quality, focus, and connection to instructional improvement - NEPF-based coaching cycles lack consistency and sustained follow-up. - Professional learning and committee structures are not yet fully aligned to schoolwide instructional goals.

Inquiry Area 3: Connectedness

SMART Goal 1: In SY25-26, we will reduce our chronic absenteeism rate by 25% (from 22.6% to 17.0%) through consistent attendance monitoring, family engagement, and targeted student support.

Formative Measures: - % of students On-Track to 90%+ (YTD)

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Implement a tiered attendance support system, including early-warning flags, weekly data reviews to identify students with frequent absences.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	(District) Set up early-warning flags in the SIS (e.g., 5, 10, 15 absences)		Aug
2	(District/School) Train school leaders/teams on protocols		Aug-Sep
3	(School) Convene a weekly attendance team to review flagged students		Weekly
4	(School) Document interventions in a shared tracker or SIS		Ongoing
5	(School) Share progress updates with school staff and leadership teams		Monthly

Schoolwide and Targeted Assistance Title I Elements:
2.5
Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check			EOY Reflection
Nov	Jan	Mar	June
No review	No review	No review	

Improvement Strategy 2 Details

Improvement Strategy 2: Support students with frequent absences and conduct structured family outreach

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	(School) Generate and review a list of students with frequent absences at least monthly		Monthly
2	(School) Hold problem-solving meetings with identified students and families to understand barriers		Monthly
3	(School) Develop individualized re-engagement plans with clear goals and supports		As needed
4	(School) Conduct structured outreach through calls, conferences, and home visits		Ongoing
5	(School) Monitor student attendance progress and adjust plans as needed		Monthly

Schoolwide and Targeted Assistance Title I Elements:
2.6
Evidence Level
Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check			EOY Reflection
Nov	Jan	Mar	June
No review	No review	No review	

Improvement Strategy 3 Details

Improvement Strategy 3: Develop a districtwide incentive program to celebrate consistent attendance and spotlight improvement

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	(School) Implement district incentive program in classrooms, grade levels, and schoolwide events		Monthly
2	(School) Recognize both consistent attendance (95%+) and most improved students		Monthly
3	(School) Publicize celebrations through announcements, assemblies, and parent communications		Monthly
4	(School) Gather student and staff feedback to refine incentives each quarter		Quarterly

Evidence Level
Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check			EOY Reflection
Nov	Jan	Mar	June
No review	No review	No review	

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Too many students are chronically absent or feel disconnected from school and their peers, which negatively impacts their academic success and emotional well-being. While staff are deeply committed, the school lacks consistent structures to monitor connection, intervene early, and ensure every student is known and supported. **Critical Root Cause**: - Limited use of attendance and engagement data to identify patterns and intervene early - No shared system for checking in on or re-engaging students with frequent absences or signs of withdrawal - Inconsistent implementation of SEL, PBIS, and relationship-building practices across classrooms - Staff burnout and limited time for proactive relationship work - PBIS Tier 1 expectations and practices are not implemented with consistency across classrooms. - SEL instruction is not embedded daily and varies by teacher or program familiarity. - Attendance and behavior interventions are often reactive rather than preventive.

Inquiry Area 3: Connectedness

SMART Goal 2: By the end of SY25-26, increase the school's Physical and Emotional Safety climate survey scores by at least 75 points (319 to 394; 306 to 381).

Formative Measures: - Student/Staff Pulse Check Surveys
- Participation & Engagement Metrics

Aligns with District Goal

Inquiry Area 3: Connectedness

SMART Goal 3: In SY25-26, we will increase our Relationships climate survey score by at least 50 points (325 to 375) through strengthened relationship-building routines and responsive communication with students and families.

Formative Measures: - Relationships micro-pulse (student)

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Strengthen adult-student relationships and ensure each student is connected with a trusted adult

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	(District) Develop framework for trusted adult system		Aug-Sep
2	(School) Assign each student a trusted adult (advisory teacher, mentor, or staff member)		Sep
3	(District/School) Train staff on relationship-building routines/practices		Sep
4	(School) Build in regular check-in times (e.g., advisory periods, morning meetings, informal mentoring)		Weekly/ Monthly
5	(District/School) Monitor student feedback		Quarterly

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 2

Reviews

Status Check			EOY Reflection
Nov	Jan	Mar	June
No review	No review	No review	

Improvement Strategy 2 Details	Reviews			
	Status Check			EOY Reflection
	Nov	Jan	Mar	June
	No review	No review	No review	

Improvement Strategy 2: Use survey data to identify areas of low belonging and take districtwide action in response

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	(School) Review school-specific survey results with staff and student leadership groups		Quarterly
2	(School) Conduct focus groups or listening sessions with students who report low belonging		Quarterly
3	(School) Monitor and adjust school-level action steps based on pulse checks		Quarterly

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 2

Improvement Strategy 3 Details	Reviews			
	Status Check			EOY Reflection
	Nov	Jan	Mar	June
	No review	No review	No review	

Improvement Strategy 3: Provide professional learning focused on inclusive practices, peer connection, and emotional safety, aligned to patterns in survey results

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	(District/School) Identify priority PL topics using survey data (inclusive practices, bias awareness, peer connection strategies)		Sep
2	(School) Embed reflection and discussion on inclusive practices into PLCs and staff meetings		Monthly
3	(School) Implement classroom routines that promote peer-to-peer connection (e.g., collaborative tasks, class circles, group problem-solving)		Ongoing

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 2

SMART Goal 3 Problem Statements:

Connectedness
Problem Statement 2: Students at Mineral County High School report low levels of supportive relationships with both adults and peers, which limits their sense of connection to school and may negatively impact engagement, attendance, and overall school climate. The school's Relationships climate survey score (325) is below the state average (362) and in the "Needs Improvement" range. **Critical Root Cause**: - Inconsistent relationship-building routines: Staff do not yet have consistent practices (e.g., check-ins, advisory structures, mentoring systems) to ensure every student feels connected to at least one adult. - Limited time and structures for peer connection: Few formal opportunities exist for students to build positive peer relationships and practice social-emotional skills, as reflected in low peer survey items (37% say students respect one another; 38% say students like one another). - Communication gaps: Students may not perceive teachers' care or availability because of limited one-on-one interactions, inconsistent follow-up on concerns, or the lack of structures that ensure every student feels understood.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Our comprehensive needs assessment included the school leadership team, teacher leaders, and district support staff. The team reviewed ACT and MAP results, graduation and CCR data, and climate survey feedback. Drafts of the plan were shared with families and community stakeholders, and their input was used to refine the goals and strategies.

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

Staff, families, and community members contributed through site-based meetings and review opportunities. Additional feedback was gathered through surveys, CCR/CTE outreach, and parent events.

2.2: Regular monitoring and revision

The plan is monitored through leadership meetings, PLC reviews, and advising structures, with regular checks on ACT readiness, CCR progress, and attendance. Adjustments are made based on formative measures and student feedback.

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

The plan is available on the school website, at the front office, and shared with families through newsletters. CCR and family engagement nights are also used to review the plan in an understandable format.

2.4: Opportunities for all children to meet State standards

Title I supports MCHS in implementing **high-quality instructional materials in ELA and Math**, along with common assessments and MAP benchmarks. Professional learning and coaching funded through Title I ensure students consistently access grade-level standards in core subjects.

2.5: Increased learning time and well-rounded education

Title I provides expanded opportunities through **tutoring, credit recovery, dual credit, and CTE pathway access**. These programs extend learning time for students who need additional support and connect students to a well-rounded education that prepares them for college and career.

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

Title I resources directly support students most at risk by funding **SIT referral interventions, targeted ELA/Math supports, and mentoring/advising for off-track students**. These initiatives ensure that English Learners, students with disabilities, and those with chronic absenteeism receive the targeted help they need to succeed.

3.1: Annually evaluate the schoolwide plan

The SPP is evaluated by leadership and advising teams through reviews of ACT, CCR progress, and attendance. Updates are made to reflect student and family needs.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The Parent Involvement and Family Engagement Policy is developed with parent and community input, reviewed with school leadership, and distributed to families through multiple channels.

4.2: Offer flexible number of parent involvement meetings

Parent involvement opportunities are provided in flexible formats, including CCR/CTE nights, conferences, and workshops scheduled at different times.

5.1: Determine which students will be served by following local policy

Students are served according to policy, with priority given to those identified as most at risk based on academic performance, attendance, and graduation/CCR data.

School Continuous Improvement (CI) Team

Team Role	Name	Position
Team member	Melissa Isom	Activities Director
Team member	Staci Teeter	CTE Director
PBIS Lead	Kaiti Gentry	Teacher
Team member	Kevin Lords	Dean
Lead	Monica Keady	Principal

ACTION ITEM #6

MINERAL COUNTY SCHOOL DISTRICT

TEST SECURITY PROCEDURES, POLICIES AND PROFESSIONAL EXPECTATIONS

2025-2026

Hawthorne Elementary School Test Security Plan
Schurz Elementary School Test Security Plan
Hawthorne Junior High Test Security Plan Mineral County High School Test Security Plan

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Introduction

This manual, in accordance with Nevada Revised Statutes (NRS) 390.250 through 390.430, inclusive, is designed for the MCSD test director, school principals, and school test coordinators. Test security procedures must be understood and adhered to by all District and school personnel involved in test administration or the handling of materials related to state assessments. Unless otherwise stated, test security procedures apply to all state-mandated test administrations, including actual (live), as well as field and pilot tests.

Strict adherence to procedures protects the integrity of the state assessment program, and ensures consistency in test administration, security of test materials, and the validity of scores. Failure to adhere to the procedures outlined herein may result in state-administered corrective action, including but not limited to, invalid scores and/or licensure sanctions.

All inquiries regarding test security must be directed to the Nevada Department of Education (NDE) test security coordinator through the MCSD test director.

Erika Sanchez
Assessment , Data Accountability Manager
751 A Street Po box 1540
Hawthorne, Nevada 89415
Phone: (775) 945-2403 EXT 1024
sanchez.erika@nvmcsd.org

Assurances from Principals

The principal must be familiar with the prescribed procedures for the physical security of all test materials and proper test administration. Although the principal may assign test scheduling and professional learning responsibilities to a school test coordinator, the principal is ultimately responsible for all testing activities and must agree in writing to comply with test security and administration procedures; investigations conducted by the state and/or District; and the requirement to provide annual test security professional learning and refresher professional learning. The principal must certify, on an annual basis, that these procedures will be followed at the school.

Before September 15 (Nevada Academic Code 389.054) of each year, the principal will submit to the MCSD test director an Authorization to Test form, which ensures compliance with regulations and statutes related to confidentiality of testing materials, proper administration of the state-mandated tests, and provisions for annual and refresher test security professional learning prior to each specific test administration. The MCSD test director is responsible for collecting these forms and submitting them to NDE. If a new principal joins the school after the original submission, the school must submit a replacement form with an updated signature.

Reporting Student Test Results

Not more than 15 working days after student test results have been uploaded to the testing vendor's secure website and/or paper copies have been delivered to the school, the principal shall ensure that the results for each student have been provided to the parent/guardian of the student.

Mineral County School District

2025–2026 District and State-Mandated Testing Calendar

Kindergarten–Grade 6

This calendar includes assessments required by the Nevada Department of Education (NDE), as well as specific Mineral County School District (MCSD)-sponsored assessments. Testing is only permitted on days students are in session. Questions should be directed to the department that oversees the assessment, as provided below.

TESTING DATE	TEST	GRADE LEVEL
September 10 - October 2	MAP Growth — Fall Reading ,Mathematics, Science	Kindergarten (K)– Grade 6
January 26 - February 12	MAP Growth — Winter Reading ,Mathematics , Science	K – Grade 6
January 5 –February 27	WIDA	K
January 12–February 27	WIDA	Grades 1–6
Principals at schools selected to participate in NAEP will receive a notice with the assessment date.	Principals at schools selected to participate in NAEP will receive a notice with the assessment date for a NAEP Team to administer the assessment at the school. For more information, see the National Assessment Governing Board website. January 26 - March 20	Grade 4, 5 (Selected Schools)
March 10 - May 13	NAA – Nevada Alternate Assessment English Language Art/Math Alternate Assessments	Grade 3-6
March 10 - May 13	Science Alternate Assessment	Grade 5
March 10 - May 5	Smarter Balanced Summative Assessment English Language Arts and Mathematics	Grades 3 - 6
March 10 - May 5	Smarter Balance Science Assessments	Grade 5
April 20 - May 7	MAP Growth — Spring Reading ,Mathematics, Science	Kindergarten (K)– Grade 6

Testing Formats: Online (O), Paper/Pencil (PP)
MAP = Measures of Academic Progress (O)
NAA = Nevada Alternate Assessment (PP)
WIDA = English Language Proficiency Assessment (O/PP)

Mineral County School District

2025–2026 District and State-Mandated Testing Calendar

Grades 7–8

This calendar includes assessments required by the Nevada Department of Education (NDE), as well as specific Mineral County School District (MCSD)-sponsored assessments. Testing is only permitted on days students are in session. Questions should be directed to the department that oversees the assessment, as provided below.

TESTING DATE	TEST	GRADE LEVEL
September 10 - October 2	MAP Growth — Fall Reading ,Mathematics, Science	Grades 7 ,8
January 26 - February 12	MAP Growth — Winter Reading ,Mathematics , Science	Grades 7 ,8
January 12–February 27	WIDA	Grades 7 ,8
Principals at schools selected to participate in NAEP will receive a notice with the assessment date.	Principals at schools selected to participate in NAEP will receive a notice with the assessment date for a NAEP Team to administer the assessment at the school. For more information, see the National Assessment Governing Board website. January 26 - March 20	Grade 8 (Selected Schools)
March 10 - May 13	NAA – Nevada Alternate Assessment English Language Art/Math Alternate Assessments	Grades 7 ,8
March 10 - May 13	Science Alternate Assessment	Grade 8
March 10 - May 5	Smarter Balanced Summative Assessment English Language Arts and Mathematics	Grades 7,8
March 10 - May 5	Smarter Balance Science Assessments	Grade 8
April 20 - May 7	MAP Growth — Spring Reading ,Mathematics, Science	Grades 7 ,8

Testing Formats: Online (O), Paper/Pencil (PP)
CRT = Criterion-Referenced Test (O)
MAP = Measures of Academic Progress (O)
NAEP = National Assessment of Educational Progress (O)
NAA = Nevada Alternate Assessment (PP)
PSAT = Preliminary SAT (O)
WIDA = English Language Proficiency Assessment (O/PP)

*Pending Board Approval

Mineral County School District

2025–2026 District and State-Mandated Testing Calendar

Grades 9–12

This calendar includes assessments required by the Nevada Department of Education (NDE), as well as specific Mineral County School District (MCSD)-sponsored assessments. Testing is only permitted on days students are in session. Questions should be directed to the department that oversees the assessment, as provided below.

TESTING DATE	TEST	GRADE LEVEL
March 10 - May 5	**Smarter Balance Science Assessments**	
March 10 - May 5	**NAA** – Nevada Alternate Assessment English Language Art/Math Alternate Assessments	Grade 11
March 10 - May 5	Science Alternate Assessment	Grade 11
September 10 - October 2	**MAP** Growth — Fall Reading ,Mathematics, Science	Grades 9 - 12
January 26 - February 12	**MAP** Growth — Winter Reading ,Mathematics , Science	Grades 9 - 12
April 20 - May 7	**MAP** Growth — Spring Reading ,Mathematics, Science	Grades 9 - 12
January 12 - February 27	**WIDA** – Students Identified as English Learners English Language Proficiency Assessment in Speaking, Listening, Reading, and Writing	Grades 9 - 12
February 24	**ACT** -College & Career Readiness Assessment English Language Arts and Mathematics	Grade 11
February 19 - March 20	**CTE** – Career & Technical Education Workplace Readiness Skills & End-of-Program Technical Skills	CTE Program Completers
April 13 - 24	Workplace Readiness Skills & End-of-Program Technical Skills Retakes	CTE Program Completers
Principals at schools selected to participate in NAEP will receive a notice with the assessment date.	Principals at schools selected to participate in NAEP will receive a notice with the assessment date for a NAEP Team to administer the assessment at the school. For more information, see the National Assessment Governing Board website. January 26 - March 20	Grade 12 (Selected Schools)

Testing Formats: Online (O), Paper/Pencil (PP)

CTE = Career and Technical Education (O)
MAP = Measures of Academic Progress (O)
NAEP = National Assessment of Educational Progress
NAA = Nevada Alternate Assessment (PP)
WIDA = English Language Proficiency Assessment (O)

*Pending Board Approval

Annual Requirements

Student Participation

Nevada's system for assessing students consists of different tests administered to students enrolled in public schools, including charter schools, in specific grades and programs. All students enrolled in public schools, including charter schools, at a grade level where a mandated test is administered statewide are expected to participate. For information regarding testing special-needs students, district test directors may download and distribute the 2025-2026 Usability, Accessibility, and Accommodations Guide (UAAG—available to district test directors at Bighorn > Assessment Resources).

MCSD Test Security Plan

The MCSD Board of Trustees shall adopt and enforce a plan setting forth procedures to ensure the security of all state and MCSD -mandated tests (NRS 390.275). This plan must apply to all public schools in MCSD. By September 30 of each year, MCSD must submit plans to the State Board of Education and the Legislative Committee on Education.

The MCSD plan is consistent with the procedures outlined in the NDE Test Security Procedures Manual and includes the following criteria:

- Procedures by which students and other individuals may report irregularities in test security and administration.
- The manner in which school officials will contact the Board of School Trustees regarding reports of testing irregularities and how the Board of School Trustees will, in turn, notify NDE (includes the Board of School Trustees identifying the MCSD test director or designee for reporting purposes).
- Procedures necessary to ensure security of test materials and consistency of test administration.
- Procedures that each school will use to verify the identity and eligibility of students testing.
- Procedures for online test administration.
- Procedures that set forth actions that must be taken in response to a reported irregularity in test administration or test security, including actions that must be taken during an investigation of the irregularity and identifying the individuals responsible for the actions in each category.

On or before September 30 of each year, the Board of School Trustees and the governing body of each charter school shall provide a written notice regarding the examinations to the following individuals (NRS 390.275):

- All teachers and education personnel employed by MCSD or governing body.
- All employed personnel who are involved in test administration.
- Students who are required to take the examinations.
- The parents/guardians of these students.

The written notice must be prepared in a format that is easily understood and must include a description of the following procedures:

- The MCSD Plan for Test Administration and Test Security.
- Potential consequences for violations of the plan or for other testing irregularities.

School Test Security Plans

Each school participating in state assessments will produce a school test security plan that will be kept on file at the school site and the District office for three consecutive school years. The school plan must be consistent with the procedures outlined in the state and MCSD plans and must include, but is not limited to, the following provisions:

- The manner in which test materials will be stored, distributed, collected, and returned.
- The names and titles of the individuals responsible for carrying out the procedures.
- Procedures to ensure compliance with testing accommodation plans.
- Procedures for online test administration.
- Procedures regarding students who require additional time for testing, students who become ill during testing, responding to technology malfunctions, and evacuation protocol.

MCSD and/or NDE assessment personnel may conduct unannounced, on-site observations or audits to verify implementation of school test security plans.

Testing Locations and Prescribed Dates

NDE prescribes the specific date, or range of dates, on or during which examinations will be administered. Each test must be given in a public facility approved by the Board of School Trustees, or the governing body. Charter schools, using online coursework as the primary mode of instruction, must provide a centralized location for students to appear in person to take the scheduled state-mandated examinations.

Professional Learning Requirements

The NDE provides a required annual program of education and training (NRS 390.300) to district test directors and school test coordinators. District test directors must certify that all school test coordinators and appropriate district personnel have participated in the NDE's program of training. The NDE may request proof of training as part of an investigative process.

The board of trustees of a school district or the governing body of a charter school may establish an expanded program of education and training if the expanded program complies with the program established by the NDE. Page 6 The principal of each school is responsible for providing complete training annually in test security and test administration for all school personnel who will be involved with the testing process. Principals must be able to track school personnel participation, and any others who assist in any way with the administration of state-mandated tests, to ensure that all have been professionally developed on proper administration procedures and security issues. The principal of each school is also responsible for tracking participation in refresher professional learning prior to each state-mandated test administration, focusing on specific requirements of the test being administered, as well as an overview of test security procedures, taking into account the following requirements:

- Primary responsibility for test administration must only be given to **licensed Nevada educators**.
    - (EXCEPTION: Provided it is not a violation of the district test security plan, qualified paraprofessionals who have certified on the WIDA website for the appropriate assessments may administer the Speaking (all grades) and Kindergarten portions of WIDA. Administration must occur under the direct supervision of assigned, licensed personnel who are trained in 2025-2026 test security and administration procedures.)
- Only individuals who have received test security and administration professional learning for the current school year are permitted to administer or proctor an examination.

Training must address the following practices:

- All information related to proper test security and potential consequences for failure to observe and carry out the requirements of the state and MCSD test security plans.
- Instructions in proper handling of test materials, including test tickets.
- Instructions in proper test administration.
- Information regarding protection of District personnel regarding the disclosure of testing irregularities.
- Conditions related to testing under which a teacher/administrator may be suspended, dismissed, not reemployed, or have their license suspended or revoked.

Each individual participating in the administration of state examinations will acknowledge, in writing or electronically, that they have participated in the annual and/or refresher training and that they have been informed of and understand procedures and the potential consequences for non-adherence. Professional learning records/acknowledgments containing dates and signatures of all participants must be retained for three consecutive school years at each site.

A list of definitions and responsibilities for school personnel involved in test administration is included in the Terms and Definitions section.

Security of Test Materials and Student Information

- Any materials containing student-identifying information, responses, or test content must be stored securely and must not be accessible to anyone other than the principal or school test coordinator (or other designated individuals who require access). Under no circumstances may student-identifying information printed on the test tickets be distributed via email or any other non-secure method.
    - All breaches involving student data will be managed in accordance with the protocols established by the IT department.
- The secure storage may not be used for other materials to which unauthorized individuals have access. A sign-in/sign-out sheet, including dates and times, must be kept to track the movement and custody of materials.
- Secure testing materials, including test tickets, must remain in secure storage until the prescribed date for test administration and must be handled securely during and after testing (i.e., under the supervision of or in the custody of a licensed Nevada educator).
- Security cameras or other classroom monitoring devices must be directed away from student testing devices and materials.
- School test coordinators must follow the directions in the *Test Coordinator's Manual* regarding the receipt and return of paper/pencil test materials and the reporting of discrepancies.

Before Testing

- The school principal must ensure that all personnel who will be participating in assessment-related activities receive refresher professional learning prior to the beginning of the school's testing window.
- School test coordinators are responsible for scheduling test sessions, assigning test administrators and proctors, and creating student seating charts. At least one test administrator and a sufficient number of proctors must be provided for each testing room to supervise testing adequately. A ratio of one test administrator to not more than 30 students is strongly recommended.
- Embedded testing accommodations and designated supports must be selected for the appropriate students in the online testing system prior to test administration. Non-embedded accommodation and designated support information must also be provided to test administrators.
- Instructional materials, or any other materials that provide specific, factual information or that might assist students in responding to test questions, must be removed or covered with blank, opaque material.
- "TESTING—DO NOT DISTURB" signs should be placed on testing room doors and in halls and entrances, rerouting hallway traffic in order to promote optimum testing conditions.

During and After Testing

Testing Environment

- The testing environment must be quiet and free of distractions.
- The test administrator's computer must be secured and monitored throughout the testing session.
- All individuals present in the testing room—including students, licensed and unlicensed personnel, and any unauthorized individuals who may have entered the room—must be documented.
- Students who are not participating in a specific test must not be allowed in the testing room while tests are being administered.
- Parents/Guardians of students who are testing must not be allowed in the testing room (EXCEPTION: See Testing Homebound Students regarding medical caregivers).
- Student desk/table tops must be cleared of any material not specified in the *Test Administrator's Manual*. Students may not access additional materials unless documented as testing accommodations or designated supports. Unauthorized possession of non-permissible materials may result in invalid scores.
- Material that is affixed to desk tops must be covered with blank, opaque material.
- Cell phones and smart watches are collected and stored prior to distributing test materials (EXCEPTION: Students with a continuous glucose monitor application). Test administrators and proctors should avoid cell phone and smart watch use unless it is the only means of contacting administration regarding testing issues.
- Photographing, recording, or transmitting any part of a test or testing session is **PROHIBITED** unless the activity is required for test administration as indicated in the *Test Administrator's Manual* or when the school test coordinator, principal, or the MCSD test director is collecting evidence related to a test security investigation.

- Food and beverages are **only** permitted during a supervised break. Procedures for breaks are included in the *Test Administrator's Manual* and must be followed explicitly.

Testing Materials

- All testing materials, including test tickets, must be distributed or accessed prior to the beginning of the testing session, and must remain secure at all times. See the *Test Administrator's Manual* for permissible materials.
- Test tickets must be distributed to the appropriate students—the identity and eligibility of all students who are testing must be verified accordingly. See the *Test Administrator's Manual* for instructions regarding the distribution and collection of test tickets.
- Scratch paper may only be plain unlined or lined paper, grid-only graph paper, or patty paper. No other pre-printed material is permitted on the front or back except for student-identifying information. See the *Test Administrator's Manual* for specific instructions regarding scratch paper.
- Test administrators must read and follow the script provided in the *Test Administrator's Manual*.

Monitoring Students

- Students must be supervised by **licensed personnel** while having access to test materials.
- Test administrators and proctors must monitor students to ensure they are working independently and adhering to procedures. It is **not** appropriate to engage in other activity (e.g., grading assignments, checking emails) during test administration. Particular attention must be paid to the following security threats to online test administration:
  - Cheating threats:
    - Colluding with others.
    - Using cheating aids.
    - Using a proxy test taker.
    - Copying responses from other students.
  - Stealing threats:
    - Capturing content by digital photography devices.
    - Transcribing questions verbally (on paper or recording device).
- Students may not communicate with, interact with, or provide assistance of any kind to other students.
- Test administrators, proctors, or other adults may not provide assistance of any kind (including gestures, signals, rewards, or any other form of communication) beyond what is described in the *Test Administrator's Manual.*
- Electronic devices are strictly **PROHIBITED** unless a student has an accommodation plan or designated support that allows a specific permissible device, or the device is required for test administration as indicated in the *Test Administrator's Manual*. Unauthorized possession of electronic devices may result in invalid scores.
- The MCSD test director or designee is responsible for **invalidating** tests for students who were cheating, communicating with other students, receiving inappropriate assistance, or accessing unauthorized materials or devices. All incidents involving student cheating or misconduct must be addressed in accordance with District and/or school disciplinary procedures.

English Learners

- Assessments are administered in English. See the *2025–2026 Usability, Accessibility, and Accommodations Guide* available at ny.drcedirect.com > My Applications > General Information > Documents for information regarding designated supports for English learners.
- The test administrator or proctor of the WIDA ACCESS *Speaking* test (all grades) and *Kindergarten* test must have native English fluency.

Unlocking Tests

Online Science Assessments and Summative Performance Tasks (PTs) lock each night or once a student submits a test for scoring. Unlocking a test allows a student to access a test that has locked or has already been submitted. Tests lock for security reasons and should not be unlocked except in rare cases of unforeseen and unavoidable errors during testing.

If a test in progress (i.e., not submitted) is unlocked, the test will reopen at the location at which the student stopped

testing. The student will be able to review items within the current segment of the test, but cannot return to previous segments. All unlocked tests must be reported as testing irregularities unless otherwise noted below.

- If a submitted test is unlocked, the test will reopen at the last page of the test.
- For interruptions in testing occurring for more than 20 minutes, NDE grants permission to district test directors or their designees to unlock tests for the following:
  - A student has completed five or fewer responses and is unable to complete a test due to a technological difficulty that results in the locking of the test.
  - A student has completed five or fewer responses and is unable to complete a test before it locks due to a sudden illness or unanticipated school closure/evacuation.
- For instances of human error, when discovered on the day of testing, NDE grants permission to district test directors or their designees to unlock tests if:
  - A student begins a part of the test unintentionally. The student should stop the test as soon as the error is noticed and should be directed to log in to the appropriate test part. The district test director or their designee may unlock the test part that was begun erroneously prior to administration of that part if the student had completed five or fewer responses.
  - A student has completed five or fewer responses and unintentionally submits a test—if the incident is reported immediately and the test is unlocked and completed the same day (not reported as a testing irregularity).
- In certain circumstances, unlocking a test will not correct a situation or is not an available option (Computer Adaptive Tests, or CATs, do not lock). Because students are only permitted to complete a test once during the testing window, district test directors or their designees must obtain permission from NDE to have the testing vendor regenerate the test ticket for the following:
  - A student begins a part of a PT or CAT using another student's test ticket or log in information and has completed five or fewer responses.
  - A student begins a part of a PT or CAT without having an accommodation or designated support activated and has completed five or fewer responses.
- Tests that are left in "in progress" status will be automatically submitted at the end of the testing window and do not need to be unlocked to submit.

Testing Homebound Students

School test coordinators must obtain protocols from the MCSD test director for homebound test administration and must adhere to the following procedures (NOTE: Does not apply to the remote administration of the MAP Growth Reading assessment):

- Tests must be administered in accordance with NDE test security procedures.
- A licensed Nevada educator who has received professional learning in test security and administration for the current school year must administer the tests.
- Materials must be transported securely to and from the student's home.
- The test administrator is responsible for all assessment-related activities in the testing environment.
- If the student's Individualized Education Program (IEP) or Section 504 Plan testing accommodations require the test administrator or American Sign Language (ASL) interpreter to read or sign test content, or transcribe responses, that individual must sign a confidentiality agreement prior to testing.
- All individuals present in the testing environment must be documented.
- Individuals who are not participating in test administration or providing medical care are **NOT** permitted in the testing environment.
- Medical caregivers required to be present must sign a confidentiality agreement prior to testing and are **NOT** permitted to assist with test administration. The signed confidentiality agreement must be retained with the school's test security documentation for three consecutive school years.

Disclosure of Test Content

Knowledge or review of actual test content is not necessary for valid test administration and is strictly prohibited.

- The material contained in state-mandated examinations is the property of NDE and is confidential. Disclosure is unlawful except under the following circumstances:
  - To the extent necessary for administering and evaluating the examinations.
  - When it is necessary for the performance of the duties of a:
    - State officer who is a member of the executive or legislative branch.
    - Superintendent of a school district.
    - Director of curriculum of a school district.
    - Director of testing of a school district.
  - Specific content may be disclosed if the Superintendent of Public Instruction determines that the content is not being used in a current examination and making the content available to the public poses no threat to the security of the current examination process.
  - NDE staff and/or the Office of the Nevada Attorney General are charged with determining whether gaining access to state-mandated examinations is necessary and permitted by law.
- Test administrators, proctors, school administrators, teachers, substitute teachers, aides, any other school personnel, or other individuals required to be present during test administration (i.e., medical caregivers) are not permitted to review test content. EXCEPTION: When a test administrator, proctor, or ASL interpreter is authorized to view test content in order to provide specific accommodations or designated supports (i.e., read aloud, signing, scribing) or as needed for administration of the Nevada Alternate Assessment (NAA) or WIDA. A confidentiality agreement must be signed prior to test administration and retained with the school's test security documentation for three consecutive school years.
- Test material, whether online or paper/pencil, must not be copied or reproduced, by any means, without the prior written authorization of the test publisher and NDE, nor is any individual permitted to review, analyze, discuss, or notate test content.
- All materials containing student identifying information and/or responses are the confidential property of NDE, and not public record. Disclosure is strictly prohibited without written permission from NDE.

Reporting and Investigating Testing Irregularities

- If NDE has reason to believe a violation in test security or administration has occurred, NDE has an obligation to investigate the incident as it deems appropriate. MCSD is required to comply with NDE's requests for documentation and information relevant to the investigation.
- If the MCSD test director has reason to believe a violation of the state or the MCSD test security plan has occurred, they must do the following:
  - Immediately notify the NDE test security coordinator either orally or in writing.
  - Ensure that a *Report of Testing Irregularity* is submitted to the district within 14 calendar days after the incident occurred.
  - Ensure that a *Report of Testing Irregularity* is submitted to the state within 14 calendar days after it is submitted to the District.
  - Begin an investigation of the incident.
    - If a potential breach in test security has occurred and the school has video surveillance equipment capable of downloading and saving a digital clip of the alleged occurrence, that clip must be retained as evidence for three consecutive school years.
    - All other evidence related to test security investigations must be retained for three consecutive school years.
    - The MCSD test director or designee must submit all investigative findings to the NDE test security coordinator during the course of the investigation.
  - A school official who has reason to believe that a violation of the state or the MCSD test security plan has occurred must immediately notify the school test coordinator, principal, and the MCSD test director or designee.
- All evidence and documentation related to test security investigations is confidential.
- NDE may choose to conduct an investigation separately or in conjunction with MCSD .

- The majority of the communication regarding the incident will occur between the MCSD test director and the NDE test security coordinator.
- Upon receipt of a *Report of Testing Irregularity*, the NDE test security coordinator will review the report and determine how to proceed, including whether further evidence or investigation is required.
- Depending on the severity of the incident, and the potential impact to the state assessment program, NDE's determination may include, but is not limited to:
  - No further action.
  - Invalidation of student scores.
  - A requirement, including NDE's recommendations, for MCSD or the school to complete a corrective action plan (NRS 390.295) if investigative findings indicate the irregularity resulted from inadequate test security or administration procedures.
  - A requirement for MCSD or the school to conduct an additional administration of the examination (NRS 390.290).
  - Licensure sanctions administered by the State Board of Education (NRS 391.330).

After Testing

- Students who finish before the end of the scheduled testing period may be excused according to school test security procedures. If students are not to be excused, they may read quietly (paper materials only—no electronic devices). Materials must not be on student desks or table tops while they are testing but may be stored under desks or in a designated area in the room. Drawing and writing are **not** permitted.
- All testing materials, including test tickets, scratch paper, and test booklets, must be returned to the test administrator and accounted for before a student is allowed to leave the testing area for any reason. See the *Test Coordinator's Manual* for instructions regarding the return of materials to the testing vendor.
- Printed test items/passages, including embossed Braille printouts and scratch paper, must be collected and inventoried, then immediately destroyed upon a student's completion of the test.
- Test items, stimuli, reading passages, or writing prompts must not be used for instruction.

Assessment Investigation Plan

Purpose

The MCSD Investigation Plan details the overall strategy for managing investigations when test irregularities are reported to the MCSD test director or designee. This plan outlines the testing irregularities required for an investigation, responsibilities of personnel, procedures for reviewing available information, conducting interviews, and developing a report with the evidence.

Investigation

Schools complete a testing irregularity report in the NDE online system, Caveon Core.

Testing Irregularities

Testing irregularities that are considered to be a failure of process do not merit a MCSD investigation. These process irregularities generally include mistakes in administration. Testing irregularities that arise due to cheating, accusations of purposeful misconduct by personnel, large increases in scores from one year to the next, or high levels of incorrect to correct answer changes will trigger a MCSD investigation.

Role Responsibilities

In cases in which MCSD-level or department-level investigation(s) of testing irregularities are necessary, an investigation will be conducted. The investigative team may include, but is not limited to, the MCSD test director or designee, a representative of Employee-Management Relations (EMR), or the Office of the General Counsel, in conjunction with the appropriate Region leadership or principal supervisor.

Reviewing Available Information

The investigation will include a checklist of available information during the site visit. This will include observations,

such as proper test handling, storage, and check in/out logs.

Planning and Conducting Interviews

Part of the investigation may include interviewing personnel at the site in question. The following questions will be used, when applicable, during an investigation:

- Were you asked to read the manual for administering the test?
- Were you provided with test security professional learning? When and by whom?
- When did testing materials arrive at the school?
- In the case of computer-based tests (CBTs), when did you first have access to the examination questions?
- Where were physical test materials stored?
- Who had access to the test materials in both paper/pencil and CBT-delivered exams?
- Describe the process on test day for the school as a whole and for each testing room.
- How were test materials collected and mailed from the school when testing was complete?
- Did you observe any testing irregularities in your school on any of the testing days?
- Are there ways you would like to see test security practices enhanced?

Compiling a Report

The final report of the investigation will be a culmination of the site visit checklist and personnel interviews. It will highlight key findings with an analysis of the observations, interviews, and the original irregularity report. Recommendations for prevention or corrective action may also be included in this report.

- Conduct a thorough review of the information contained in the *Report of Test Irregularity*.
- If necessary, request additional information to assist in the review process from the principal, the MCSD test director, and any other school personnel or students involved in the reported test irregularity.
- Determine whether evidence exists to indicate that actions which resulted in the testing irregularity were intentional.
- Determine whether evidence exists to indicate that consequences associated with the testing irregularity have resulted in, or will result in, significant damage to the state-mandated assessment.
- Determine whether sufficient evidence exists to warrant an invalidation of student scores.
- Notify the Board of School Trustees and the MCSD test director, in writing, indicating the results of the findings.
    - If the findings indicate that an irregularity in test administration or security has occurred, but there is no evidence that the irregularity was intentional, and there is no evidence that the consequences associated with the irregularity will result in significant damages to the state-mandated assessment, the investigative team may determine:
        - Whether an additional administration of the test is necessary.
        - Whether the school or MCSD is required to file a corrective action plan.
        - Recommendations and/or other remedial courses of action to be taken by the school and/or MCSD.
    - If it is determined that there is sufficient evidence that an **intentional** irregularity in testing administration or security has occurred, or there is evidence that the consequences associated with the irregularity resulted in, or may result in, significant damages to the state-mandated assessment, the investigation may:
        - Require the school or MCSD to conduct an additional administration of the test.
        - Require the school or MCSD to file a corrective action plan.
        - Specify NDE's recommendations and/or requirements for corrective action.
        - Begin an investigation, or require the MCSD test director to begin an investigation to obtain further information regarding the testing irregularity.
        - Invalidate student test scores, as indicated.
    - If, after longitudinal review of MCSD and NDE records of testing irregularities, it was determined that at least one testing irregularity occurred at a school during one school year, and in the immediately preceding school year, at least one additional irregularity had occurred, a determination will be made as to whether the irregularities warrant an additional administration of the examination.
    - If it is determined that an additional administration of the examination is required, the school principal shall be notified of this determination. The additional administration may include an entire grade, or merely specific pupils, as determined by the investigative team.
        - When determining the need for an additional administration of an examination, the investigative team

must consider the effect of each testing irregularity on the scores of pupils and whether sufficient time remains in the school year.
    - The additional administration must occur in the same school year in which the additional irregularity occurred, if feasible. MCSD is responsible for paying all costs related to the additional administration.
    - Unless determined otherwise, the MCSD test director will coordinate the additional test administration, with the assistance of school administrators, as deemed necessary.
  - If it is found that the test irregularity resulted from inadequate or insufficient school and/or MCSD test administration and security protocol, the principal or the MCSD test director will be required to file a corrective action plan with NDE.
  - If it is found that school personnel were not adequately or sufficiently professionally developed in school and/or MCSD test administration and security protocol, the principal or the MCSD test director will be required to file a corrective action plan with NDE.
  - If it is determined that the evidence is insufficient to issue a charging document of violation of test security against an individual, and the evidence does not indicate a significant consequence as related to the breach, NDE will write a letter indicating this to the Superintendent of Schools and the MCSD test director. No disciplinary action will be taken by NDE, but **this does not preclude MCSD from taking disciplinary action.**
  - If the evidence is sufficient to support charging a violation of test security against an individual, and the Superintendent of Schools decides to take action for the suspension or revocation of the license, a notice of complaint will be issued to the licensee.
    - When there is sufficient evidence to take action against an individual's license, the significance of the consequence of the violation of test security is a factor considered in evaluating the appropriateness of suspension or revocation of license.
  - If a notice of complaint is issued, the individual against whom it is issued has the right to request a hearing from an impartial hearing officer chosen from the American Arbitration Association.
    - If the individual does not request an impartial hearing, a hearing before the State Board of Education will be conducted.
    - If the individual requests an impartial hearing, the hearing officer will hear the matter, make findings, and issue a recommendation. The ultimate determination of discipline against the licensee is made by the State Board of Education.

In addition to disciplinary action that may be taken against a licensed counselor, teacher, or school administrator, breaches in security that impact the reliability and validity of student scores may result in the invalidation of student scores.

Protection of MCSD Personnel Regarding the Disclosure of Testing Irregularities

2025–2026 School Year

NRS 390.350 through 390.430 provides for specific rights and responsibilities of District personnel with regard to the disclosure of irregularities in testing administration and testing security relative to all state and District-mandated examinations. NRS 390.425 also requires NDE to annually submit a written summary of these rights and responsibilities to the Board of School Trustees, and to the governing body of each charter school.

Rights and Responsibilities

- School officials are encouraged to disclose testing irregularities, and it is the intent of the legislature to protect the rights of a school official who makes such a disclosure.
- A school official shall not directly or indirectly use, or attempt to use, his/her official authority or influence to intimidate, threaten, coerce, command, or influence another school official in an effort to interfere with or prevent the disclosure of information concerning testing irregularities. "Official authority or influence" includes taking, directing others to take, recommending, processing, or approving any personnel action, such as an appointment, promotion, transfer, assignment, reassignment, reinstatement, restoration, reemployment, evaluation, or other disciplinary action.
- If reprisal or retaliatory action is taken against a school official who discloses information concerning testing irregularities, within two years after the information is disclosed, the school official may file a written appeal with

the State Board of Education for a hearing on the matter and determination of whether the action taken was a reprisal or retaliatory action. The written appeal must be accompanied by a statement that specifies:
    - The facts and circumstances leading to the disclosure of information concerning testing irregularities; and
    - The reprisal or retaliatory action that is alleged to have been taken against the school official.
- The state board may issue a subpoena to compel the attendance or testimony of any witness, or the production of any materials needed as part of the appeal investigation.
- If the state board determines that the action taken was a reprisal or retaliatory action, it may issue an order directing the proper person to desist and refrain from engaging in such action.
- The state board may not rule against the school official based on the identity of the person or persons to whom the information concerning testing irregularities was disclosed.
- No school official may use the provisions outlined in this summary to harass another school official.
- A person who willfully discloses untruthful information concerning testing irregularities:
    - Is guilty of a misdemeanor; and
    - Is subject to appropriate disciplinary action.
- These provisions do not apply to offenses committed before July 1, 2001.
- Upon receipt of this summary, the Board of School Trustees or governing body shall provide a copy of the written summary to all school officials within MCSD or charter school.

Terms and Definitions

The following terms and definitions will be used when referring to the NDE assessment program:

- **"Examination"** means achievement and proficiency examinations that are administered to pupils pursuant to NRS 390.105, 390.600, and 390.610, and includes the following:
    - English language arts (ELA) and mathematics in Grades 3–8
    - Science assessments in Grades 5, 8, and High School
    - College and Career Readiness Assessment
    - NWEA Reading Assessment in Kindergarten–Grade 3
    - Any other examinations that measure achievement and proficiency of pupils, and are administered to pupils on a districtwide basis.
- **"Irregularity in testing administration"** means the failure to administer an examination in the manner intended by the school district, person, or entity that created the examination.
- **"Irregularity in testing security"** means an act or omission that tends to corrupt or impair the security of an examination including, but not limited to, the following:
    - Failure to comply with state or MCSD security procedures.
    - Disclosure of questions or answers to questions on an examination in a manner not otherwise approved by law.
    - Other breaches in the security or confidentiality of the questions or answers to questions on an examination.
- **"Reprisal or retaliatory action"** is action that is taken because the school official disclosed information concerning testing irregularities and includes, without limitation:
    - Frequent or undesirable changes in the location of an office;
    - Frequent or undesirable transfers or reassignments;
    - The issuance of letters of reprimand, letters of admonition, or evaluations of poor performance;
    - A demotion;
    - A reduction in pay;
    - The denial of a promotion;
    - A suspension;
    - A dismissal;
    - A transfer; or
    - Frequent changes in working hours or workdays.
- **"School official"** means the following:
    - A member of a Board of School Trustees.
    - A member of a governing body of a charter school.
    - A licensed or unlicensed person employed by the Board of School Trustees or the governing body of a charter school.

- **"MCSD test director"** is appointed by the Superintendent of Schools and refers to the individual who represents MCSD on all matters of testing including, but not limited to, the following:
  - Serving as a liaison between MCSD and NDE.
  - Assisting the Board of School Trustees in the development of a MCSD test security plan.
  - Organizing the MCSD testing calendar.
  - Ensuring that school principals and school test coordinators are adequately professionally developed and informed of all relevant test administration guidelines and procedures.
  - Disseminating and collecting testing materials.
- **"School test coordinator"** or **"test coordinator"** is the school principal, or a licensed individual appointed by the school principal, and refers to the person who represents the school on all matters of testing that may include, but are not limited to, the following:
  - Assisting the school principal by serving as a liaison between the school and the MCSD test director.
  - Assisting the school principal in the development of school test administration procedures.
  - Assisting the school principal in providing annual professional learning for school officials involved in test administration.
  - Assisting the school principal in organizing the test schedule.
  - Assisting the school principal in the dissemination and collection of test materials.
  - Assisting the school principal in assigning school officials to administer or proctor the assessments.

  Although school principals may delegate testing responsibilities to a school test coordinator, the school principal assumes final responsibility for the proper professional learning and administration of all state-mandated testing.
- **"Classroom test administrator"** or **"test administrator"** is assigned by the school principal or school test coordinator and refers to a school official whose responsibilities may include, but are not limited to, the following:
  - Administering the assessment to an assigned group of students in accordance with all test security and test administration procedures.
  - Assuming primary responsibility for the verification of the identity and eligibility of each student participating in the assessment in accordance with procedures outlined in the MCSD test security plan.
  - Assuming primary responsibility for the dissemination and collection of each student's test materials.
  - Assuming primary responsibility for the supervision of students during their participation in the assessment.
  - Ensuring that students are taking the assessment in accordance with test security and test administration procedures.
  - Following up on unusual behavior or activity on the part of the students.
  - Assuming primary responsibility for ensuring that applicable time limits are being adhered to during the testing session.
- **"Classroom proctor"** or **"proctor"** is assigned by the school principal or school test coordinator and refers to a school official whose responsibilities may include, but are not limited to, the following:
  - Assisting the classroom test administrator in supervising students during their participation in the assessment.
  - Ensuring students are taking the assessment in the manner in which they were instructed by the classroom test administrator.
  - Immediately notifying the classroom test administrator of any unusual behavior or activity on the part of students.
  - Assisting the classroom test administrator in the dissemination and/or collection of test materials.
  - Assisting the classroom test administrator in ensuring that applicable time limits are being adhered to during the testing session.

Mineral County School District

Assessment Observation and Security Checklist

District:	Location:
Contact:	Position:

Yes	No	Expectation: Preparation, Materials Management, and Recordkeeping
		1. School Test Security Plans on file.
		2. Training Logs on file.
		3. Acknowledgement of Training Forms on file.
		4. Confidentiality agreements on file for all personnel who will engage with test content.
		5. Identification of School Site Test Coordinator(s).
		6. Locked storage for test materials.
		7. Secure procedures for management of test tickets.
		8. Sign-in/Sign-out and/or Chain-of-Custody Documentation.
		9. Student test accommodations and supports documented.
		10. Materials distributed to personnel ONLY for assessment date.
		Expectation: Testing Environment and Administration
		11. Coordinator has a schedule of assessments with locations, times, and staff assignments.
		12. Doors are marked and/or signage posted to prevent interruption.
		13. Certified test administrator plus appropriate number of proctors present (personnel: student < or = 1:30).
		14. Documentation of all individuals present (personnel, students, observers, administrators, etc).
		15. Classroom instructional materials covered or removed.
		16. Seating arranged and a quiet environment maintained for students to produce independent work.
		17. Appropriate technology available and utilized.
		18. Student test accommodations implemented by test administrators.
		19. Materials appropriately distributed and collected (scratch paper, test booklet, etc).
		Expectation: Awareness and Reporting of Irregularities
		20. Unapproved digital devices are inaccessible to students.
		21. Breaks are only provided according to instructions in the Test Administrator's Manual.
		22. Test administrator/proctor engaged in student observation during assessment.
		23. Communication available from the testing environment to administrators.
		24. Communication regularly checked by administrators or designated relief personnel.
		25. Extra-time procedures and placements meet the same expectations as initial administration.
		26. Coordinator/Contact can describe procedures for errant administration (wrong student, ticket, or test).
		27. Coordinator/Contact can describe procedures for interruptions, cheating, and other security breaches.

Notes: _____

_____

_____

Observed by: _____

Assessment Department Signature: _____ Date: _____

School Signature: _____ Date: _____

*Pending Board Approval

ACTION ITEM #7

Attachment AA-1 - Contract Extension

Contractor: 7Gen Solutions, LLC
Agency: Mineral County School District
Extension Term: October 1, 2025 – June 1, 2026
Total Extension & Expansion Value: $390,000

Overview

This contract extension builds on the foundation of the current MCSD–7Gen Solutions Impact Partnership and accelerates the district's improvement efforts. The expanded scope is designed to strengthen instructional leadership, improve classroom practice, and create sustainable systems that directly benefit students.

Specifically, the extension provides:

- **Expanded Impact Partnership Support** – deepening data use, coaching, and leadership alignment to drive continuous improvement.
- **Secondary Literacy Support** – equipping all teachers with strategies to integrate literacy across content areas, ensuring every student builds critical reading, writing, speaking, and listening skills.
- **Science Curriculum Adoption Support** – guiding a transparent, structured adoption process that ensures high-quality instructional materials are implemented successfully.
- **Career & Technical Education Development** – expanding pathways that connect students to workforce opportunities and postsecondary success.

Scope of Work: Four Pillars of Support

1. Expanding Current Impact Partnership Support

7Gen Solutions will broaden its ongoing Impact Partner role to deepen district capacity, align leadership practices, and sustain improvement efforts. Expanded support will include:

- **Data Support** – Support the development of user-friendly dashboards, conduct analysis, and build staff capacity to leverage data for decision-making tied directly to district priorities.
- **Quarterly In-Person Step-Backs & Direct Support (3 convenings, 2 days each)** – Provide structured opportunities to reflect, problem-solve, and plan. Day 1 will deliver direct support to school leaders, while Day 2 will convene district and school teams to review progress, identify challenges, and refine strategies.
- **Tool Development to Support Alignment** – Co-create practical tools aligned with district priorities, train leaders on their use, and support pilot implementation to ensure consistency across schools.
- **Expanded Coaching Support for the Administrative Team** – Deliver additional 1:1 and small-group coaching to district and school administrators, focusing on leadership effectiveness, communication, change management, and implementation support.

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- **Other Emerging Needs** – Provide flexible, on-demand support for district priorities that arise during the extension period, ensuring responsiveness and alignment to evolving needs.

Together, these supports will ensure MCSD leaders are better equipped to drive measurable progress, strengthen instructional alignment, and sustain continuous improvement across the district.

2. Secondary Literacy Support

7Gen Solutions will support MCSD in equipping all secondary teachers with the skills and strategies needed to embed literacy across content areas. This work will include:

- **Professional Learning** – Facilitate two districtwide training sessions for all secondary teachers focused on integrating literacy strategies into every subject area.
- **Implementation Support** – Provide follow-up coaching, modeling, and resources to help teachers translate training into daily classroom practice.
- **Monitoring & Feedback** – Conduct classroom observations, gather teacher and student feedback, and provide actionable recommendations to strengthen literacy integration and consistency across schools.

Through this support, MCSD will build a culture where literacy is reinforced in every classroom, ensuring students develop the critical reading, writing, speaking, and listening skills needed for long-term success.

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3. Science Curriculum Adoption Support

7Gen Solutions will ensure MCSD has a clear, transparent, and well-supported process for adopting high-quality science instructional materials. This work will include:

- **Process Design** – Develop a structured curriculum adoption process, including clear criteria, rubrics, and timelines to guide decision-making.
- **Facilitation** – Lead district and school teams through curriculum review, vetting, and selection, ensuring broad input and alignment to district priorities.
- **Implementation Planning** – Support rollout of the selected curriculum, including professional learning for teachers and alignment with district and school improvement priorities.

This approach will position MCSD to adopt and implement high-quality science curriculum with fidelity, building teacher confidence and ensuring students benefit from rigorous, standards-aligned instruction.

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4. Career & Technical Education (CTE) Program Development

7Gen Solutions will work alongside MCSD to expand high-quality CTE opportunities that connect students to future college and career pathways. This work will include:

- **Program Design** – Collaborate with school and district leaders to expand or establish CTE pathways that align with student interests, workforce needs, and community partnerships.
- **Stakeholder Engagement** – Facilitate structured input from industry, higher education, and community partners to ensure programs are relevant and sustainable.

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- **Implementation Roadmap** – Develop a phased plan for program rollout, including staffing, facilities, resources, and measures of success.

This work will enable MCSD to provide students with meaningful, career-connected learning opportunities that prepare them for success in both postsecondary education and the workforce.

Key Actions, Deliverables & Costs by Category

Expanding Current Impact Partnership Support		
Key Actions & Deliverables	**Timeline**	**Cost**
• Data support (dashboards, analysis, leader capacity) • Quarterly in-person step-backs (3 convenings; 2 days each) • Tool development to support alignment and implementation • Expanded coaching for admin team • Flexible support for other emerging district needs	Oct '25-May '26	$225,000
Secondary Literacy Support		
Key Actions & Deliverables	**Timeline**	**Cost**
• Two districtwide trainings for all secondary teachers on integrating literacy across content areas • Coaching alignment and coordination support • Classroom observation tool & feedback form • Integration of Writing Across the Curriculum (WAC) initiative with secondary literacy • Sample writing, reading, speaking, and listening activities for classroom use	Oct '25 - Jan '26	$56,000
Science Curriculum Adoption Support		
Key Actions & Deliverables	**Timeline**	**Cost**
• Design structured adoption process & criteria • Facilitate curriculum review & selection with district/school teams • Facilitate community conversations • Develop implementation plan (rollout, professional learning, alignment with DIP/SIP priorities) • Prepare Board presentation	Oct '25 - May '26	$64,000
Career & Technical Education (CTE) Program Development		
Key Actions & Deliverables	**Timeline**	**Cost**

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• Audit of current CTE curriculum and course pathways • Develop CTE program framework aligned to student/workforce needs • Facilitate stakeholder engagement sessions (industry, higher ed, community) • Create phased implementation roadmap (staffing, facilities, resources)	Oct '25 - May '26	$45,000
	TOTAL - $390,000	

Notes

This Extension (AA-1) is appended to the original contract and follows the same terms and conditions. **Invoicing will be structured monthly, aligned to the timelines in the Key Actions & Deliverables table.** All supports will be grounded in evidence-based practices aligned with ESSA Levels 2–4.

Conclusion

The work outlined in this extension is designed to accelerate MCSD's improvement journey while honoring the district's vision and priorities. Together, we will expand leadership capacity, equip teachers with essential strategies, and create new opportunities for students to thrive in academics and beyond. As MCSD's Impact Partner, 7Gen Solutions remains committed to walking alongside district leaders and educators—providing the tools, support, and expertise needed to turn goals into lasting results.

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MINERAL COUNTY SCHOOL DISTRICT
P.O. BOX 1540 – 751 A Street
HAWTHORNE, NV 89415
PHONE (775) 945-2403 – FAX (775) 945-3709

AGENDA ITEM REQUEST FORM

DATE OF MEETING: September 23, 2025

AGENDA ITEM TITLE: 7Gen School Improvement Amendment to Contract - $390,000.00

PRESENTER: Stephanie Keuhey

LENGTH OF PRESENTATION: 5 minutes

ITEM IS ON THE AGENDA FOR:

_____ INFORMATION

_____ INFORMATION AND DISCUSSION

X DISCUSSION AND POSSIBLE ACTION

SPECIAL EQUIPMENT NEEDED (e.g., screen, projector, etc.):

N/A Proposal and description of services attached.

Please return the Agenda Request Form to the Board Secretary at least **five working days** prior to the scheduled meeting along with any supporting documents.

Date Received: 9/17/25 Time: 9:23 CS

ACTION ITEM #8

MINERAL COUNTY SCHOOL DISTRICT
TRAVEL REQUEST

NAME OF ATTENDEE: Stephanie Kelley DATE: 9/17/25
Full Name on Passport/I.D. if needing a flight reservation

PURPOSE OF TRAVEL: NSBA 2026 Conference
(Attach conference program information and provide website address)

CITY/STATE OF TRAVEL: San Antonio, TX

DATE AND TIME OF DEPARTURE: 4/9/25 DATE AND TIME OF RETURN: 4/13/25

ESTIMATED EXPENSES

Conference Registration fee (if applicable) Funding: 2321.330 Amount: 1,020

Flight Estimate (see next page): $ 506.36

(District vehicle MUST be requested and not available in order to receive reimbursement at the private vehicle rate of 0.70/mile for district convenience; otherwise the reimbursement will be made at .35¢/mile for employee convenience)

Lodging: Room rate $ 287 X 4 nights $ 1,148.00

(Use GSA ratings for lodging and meals www.gsa.gov. M&IE total for the full daily amount received for a full calendar day of travel when that day is neither the first nor last day of travel. Use M&IE daily rate for first and last day of travel) All miscellaneous and lodging receipts must be obtained and sent to the District Office attached to Per Diem & Mileage Reimbursement Form upon return within 14 days of travel. Meal receipts DO NOT need to be turned in:

M&IE Total First day of Travel	$		X		$ 74.00
Breakfast	$	3	X	18	days $ 54.00
Lunch	$	3	X	20	days $ 60.00
Dinner	$	3	X	31	days $ 93.00
M&IE Total Last day of Travel	$		X		days $ 74.00
Incidentals		5	X	$5.00	$ 25.00

Other transportation fees: (i.e. car rental, taxi, Uber, shuttle, parking, etc.) mileage to/from mileage .70 x 64 miles. A map of the route must be provided to be reimbursed mileage $ 50.00

Other Miscellaneous expenses: (Receipt needed) Airport Parking, Etc. $ 40.00

TOTAL EXPENSES $ 3144.36

NOTE: After site administrator/supervisor approval, All OUT-OF-STATE travel MUST have the approval of the Board of Trustees prior to making travel arrangements. Submit request a minimum of *TWO WEEKS PRIOR* to Board Meeting.

APPROVED YES OR NO

BOARD DATE: 9/23/25

BUDGET: 2321.580

SUPERVISOR SIGNATURE

GRANT MANAGER SIGNATURE

FINANCIAL OFFICER SIGNATURE

SUPERINTENDENT SIGNATURE

MINERAL COUNTY SCHOOL DISTRICT
TRAVEL REQUEST

NAME OF ATTENDEE: Crystal, Juanita, Tyler, Kristin DATE: 9/17/25
Full Name on Passport/I.D if needing a flight reservation.

PURPOSE OF TRAVEL: NSBA 2026 Conference
(Attach conference program information and provide website address)

CITY/STATE OF TRAVEL: San Antonio, TX

DATE AND TIME OF DEPARTURE: 4/9/25 DATE AND TIME OF RETURN: 4/13/25

ESTIMATED EXPENSES

Conference Registration fee (if applicable) Funding: 2310.330 Amount: 1,020

Flight Estimate (see next page): $ 506.36

(District vehicle MUST be requested and not available in order to receive reimbursement at the private vehicle rate of 0.70/mile for district convenience; otherwise the reimbursement will be made at .35¢/mile for employee convenience)

Lodging: Room rate $ 287 X 4 nights $ 1,148.00

(Use GSA ratings for lodging and meals www.gsa.gov. M&IE total for the full daily amount received for a full calendar day of travel when that day is neither the first nor last day of travel. Use M&IE daily rate for first and last day of travel) All miscellaneous and lodging receipts must be obtained and sent to the District Office attached to Per Diem & Mileage Reimbursement Form upon return within 14 days of travel. Meal receipts DO NOT need to be turned in.

M&IE Total First day of Travel	$		X		$ 74.00
Breakfast	$ 3	X	18		$ 54.00
Lunch	$ 3	X	20	days	$ 60.00
Dinner	$ 3	X	31	days	$ 93.00
M&IE Total Last day of Travel	$	X		days	$ 74.00
Incidentals		X	$5.00		$ 25.00

Other transportation fees: (i.e. car rental, taxi, Uber, shuttle, parking, etc.) mileage to/from mileage .70 x 64 miles. A map of the route must be provided to be reimbursed mileage $

Other Miscellaneous expenses: (Receipt needed) Airport Parking, Etc. $ 40.00

TOTAL EXPENSES $ 3094.36 each

NOTE: After site administrator/supervisor approval, All OUT-OF-STATE travel MUST have the approval of the Board of Trustees prior to making travel arrangements. Submit request a minimum of *TWO WEEKS PRIOR* to Board Meeting. Total 12,377.4

APPROVED YES OR NO

BOARD DATE: 9/23/25

BUDGET: 2310.580

SUPERVISOR SIGNATURE

GRANT MANAGER SIGNATURE

FINANCIAL OFFICER SIGNATURE

SUPERINTENDENT SIGNATURE

nsba
National School Boards Association

Sign in



Registration Is Now Open!

is national event that brings together education leaders from across the country, offering a unique opportunity to learn ab st governance practices, gain insights into child development, and explore cutting-edge programs and technology to enric ıdent learning. Join us in San Antonio for an empowering experience of national school board leadership learning and tworking with like-minded professionals.

Individual Registration **Group Registration** **Become an Exhibitor**

f you are registering yourself only, select Individual Registration. If registering more than one person in your group, select Gro Registration.

Schedule-at-a-Glance (As of Aug. 18, 2025)

All dates and times are subject to change.

ıiday, April 10

7:30 a.m. – 5 ɔ.m.	Registration
3:30 a.m. – Noon	Experiential Learning Site Visits (Ticketed Event)
ɔ a.m. – Noon	Preconference Workshops (Ticketed Event)

Saturday, April 11

7:30 a.m. – 5 p.m.	Registration
9 – 10:15 a.m.	Rural Education Breakfast (Ticketed Event)
9 – 10:15 a.m.	Concurrent Sessions
10:30 – 11:45	Concurrent

Sunday, April 12

7:30 a.m. – 4 p.m.	Registration
9 – 10:15 a.m.	Magna Breakfast
9 – 10:15 a.m.	Concurrent Sessions
10:30 – 11:45 a.m.	Concurrent Sessions

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✔ Ok

12	Concurrent Sessions	11:30 a.m. – 2:30 p.m.	Exhibit Hall	11:30 a.m. – 2:30 p.m.	Exhibit Hall
2:30 – 4 p.m. (Doors open at 2 p.m.)	Opening General Session	Noon – 2 p.m.	Council of Urban Boards of Education Luncheon (Ticketed Event)	Noon – 2 p.m.	National Connection an Joint Councils Luncheon (Ticketed Ever
4 – 6 p.m.	Exhibit Hall				
4 – 5:30 p.m.	Welcome Reception	12:45 – 2 p.m.	Concurrent Sessions	12:45 – 2 p.m.	Concurrent Sessions
		2:30 – 4 p.m. (Doors open at 2 p.m.)	General Session	2:30 – 4 p.m. (Doors open at 2 p.m.)	Closing Genera Session
		7:30 – 10:30 p.m.	CUBE Urban Night Out (UNO) (Ticketed Event)		

Registration Fees

-Person Attendance

Registration	Registration Deadline	State Association Staff/Officers; NATCON & CUBE Districts; COSA Members	Districts in Member State Associations	Unaffiliated School Board Members & General Public	Corporate	Guest (Includ Genera Sessio & Exhib Hall)
Advanced Early Bird	Dec. 5, 2025	$715	$935	$1,020	$1,500	$200
Early Bird	Jan. 16, 2026	$825	$1,045	$1,160	$1,500	$200
Standard	April 9, 2026	$935	$1,160	$1,375	$1,500	$200
Onsite	April 10-12, 2026	$1,500	$1,500	$1,500	$1,500	$200

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Sign in



Save the Date — Registration & Housing Opens August 2025

This national event that brings together education leaders from across the country, offering a unique opportunity to learn about best governance practices, gain insights into child development, and explore cutting-edge programs and technology to enrich student learning. Join us in San Antonio for an empowering experience of national school board leadership learning and networking with like-minded professionals.

Exhibit Opportunities

Connect with our national audience of public education leaders and decision-makers from around the globe when you exhibit at the NSBA 2026 Annual Conference!

Become an Exhibitor

Call for Proposals

Lead a breakout session at NSBA 2026 in San Antonio, April 10-12. Programming focuses on topics of critical interest to school board members, superintendents, and education leaders from across the country, no matter the size of their district. The submission deadline is Friday, July 18.

Learn More and Submit a Proposal

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Trip & Price Details

Price Passengers Seats Payment Confirmation

Flight Modify

Thu 4/9 # 3320 / 4109
RNO 6:15 AM → **SAT** 1:30 PM
5 hr 15 min | 1 stop | Choice

1 Passenger | **Reserve your seats** when booking

Mon 4/13 # 2556 / 2722
SAT 6:55 AM → **RNO** 10:30 AM
5 hr 35 min | 1 stop | Choice

1 Passenger | **Reserve your seats** when booking

Base fare 1 Passenger(s)	**$424.52**
Taxes and fees	**$81.84**
Flight total	**$506.36**

or from $50/mo* with flexpay Learn more

Helpful Information:

- All fares and fare ranges are subject to change until purchased and are per person for each way of travel.
- For more information regarding Cash + Points, visit Southwest.com/rrterms

Upgrade Flight

Upgrade to Choice Preferred



- **NEW** Choose a Preferred seat at booking[15]
- **NEW** Group 3-5 boarding[16]
- Refundable[5]
- Priority Lane and Express Lane[12]
- 10x Rapid Rewards® points per dollar[3]
- Free same-day change/standby *(taxes and fees may apply)*[9]
- Checked bag fees may apply[2]

*Please read the fare rules associated with this purchase.

Prices shown per passenger, per one-way.

- ○ **Upgrade departing trip for $61**
- ○ **Upgrade returning trip for $60**
- ○ **Upgrade both for $121**

Apply upgrade

SUBTOTAL	$424.52
TAXES & FEES	$81.84
TRIP TOTAL	**$506.36**

Show price breakdown

Not ready to buy yet? Save this flight for later.

Log in for faster checkout **Continue**

By clicking 'Continue', you agree to accept the fare rules and want to continue with this purchase.

Add a Car

Products not confirmed until purchase.

No worries, your flight will remain in your cart while you search for a car.

Add a car



Book now. Pay later!

From $59.99*/day in San Antonio

*Taxes and fees excl. Terms apply.

Book now

PICK-UP LOCATION: San Antonio,
San Antonio, TX - SAT

PICK-UP DATE: 4/09
Thu, Apr 9, 2026

PICK-UP TIME: 3:00 PM

RETURN LOCATION: San Antonio,
San Antonio, TX - SAT

RETURN DATE: 4/13
Mon, Apr 13, 2026

RETURN TIME: 5:00 AM

RENTAL COMPANY (Optional): No preference

VEHICLE SIZE (Optional): No preference

Search

Not ready to buy yet? Save this flight for later.

Log in for faster checkout

Continue

By clicking 'Continue', you agree to accept the fare rules and want to continue with this purchase.

No-show policy

If you do not plan to travel on your flight, you must cancel your reservation at least 10 minutes prior to the flight's original scheduled departure time. If you do not cancel your reservation at least 10 minutes before the flight's original scheduled departure time, your reservation will be canceled, and your funds and points may be forfeited. Learn more.

Fare Benefits

Basic[1]

Basic fares are non-refundable except as allowed by our 24-hour cancellation policy or a fare upgrade. Customers may be eligible for a flight credit if canceled at least 10 minutes prior to the flight's original departure time.

Checked bag[2]

Bag fees apply to Basic, Choice, and Choice Preferred fares booked and ticketed and/or changed on or after May 28, 2025. Choice Extra

1 official website of the United States government

GSA U.S. General Services Administration

FY 2025 per diem rates for san antonio, Texas

hange fiscal year: or New search

aily lodging rates (excluding taxes) | October 2024 - September 2025

ities not appearing below may be located within a county for which rates are listed. To etermine the county a destination is located in, visit the Census Geocoder .

Primary destination	County	2024 Oct	Nov	Dec	2025 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
San Antonio	Bexar	$137	$137	$137	$137	$161	$161	$137	$137	$137	$137	$137	$13

eals and incidental expenses (M&IE) rates and breakdown

ne M&IE total is the full daily amount for a single calendar day when that day is neither the first nor last day of travel. The amount ceived on the first and last day of travel equals 75% of the M&IE total. See M&IE breakdowns for information related to the dividual meal amounts.

Primary destination	County	M&IE total	Breakfast	Lunch	Dinner	Incidental expenses	First and last day of travel
San Antonio	Bexar	$74	$18	$20	$31	$5	$55.50

dditional per diem topics

- Meals & Incidental Expenses breakdown (M&IE)
- FAQs
- State tax exemption forms
- Factors influencing lodging rates
- Fire safe hotels
- Have a per diem question?
- Downloadable per diem files

Need more information?

- Rates for Alaska, Hawaii, U.S. territories and possessions (set by DoD)
- Rates in foreign countries (set by State Dept.)
- Federal travel regulations

Related topics

- Travel resources
- FedRooms
- POV mileage reimbursement rates

Last rev

Gloss

nsba 2026 APRIL 10-12 SAN ANTONIO
The Conference for Public Education Leaders

Downtown San Antonio Hotel Map

1 **Crockett Hotel**
320 Bonham St
Shuttle Provided
Rate: $189 Sgl/Dbl

2 **The Emily Morgan Hotel**
705 E Houston St
Shuttle Provided
Rate: $199 Sgl/Dbl

3 **Grand Hyatt San Antonio (HQ)**
600 E Market St
Connected
Rate: $287 Sgl/Dbl

4 **Hilton Palacio del Rio**
200 S Alamo St
4-minute walk
Rate: $279 Sgl/Dbl

5 **Historic Menger Hotel**
204 Alamo Plaza
Shuttle Provided
Rate: $189 Sgl/Dbl

6 **Hotel Contessa**
306 W Market St
Shuttle Provided
Rate: $259 Sgl/Dbl

7 **Kimpton Santo Hotel**
431 S Alamo St
Shuttle Provided
Rate: $269 Sgl/Dbl

8 **La Quinta Inn & Suites Riverwalk**
303 Blum St
5-minute walk
Rate: $229 Sgl/Dbl

9 **Omni La Mansion del Rio**
112 College St
Shuttle Provided
Rate: $275 Sgl/Dbl

10 **Plaza San Antonio Hotel & Spa**
555 S Alamo St
Shuttle Provided
Rate: $269 Sgl/Dbl

11 **San Antonio Marriott Rivercenter (COSA)**
101 Bowie St
2-minute walk
Rate: $287 Sgl/Dbl

12 **San Antonio Marriott Riverwalk**
889 E Market St
Across Street
Rate: $287 Sgl/Dbl

13 **The Westin Riverwalk**
420 W Market St
Shuttle Provided
Rate: $259 Sgl/Dbl



VISIT SAN ANTONIO