

Lyon County School District
Silverland Middle School
2025-2026 School Improvement Plan

Classification: 1 Star School

Title I



Mission Statement

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

Vision

Silverland Middle School Core Values

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

Learning Community is essential.

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

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

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

Demographics & Performance Information

Nevada Report Card

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

Table of Contents

Comprehensive Needs Assessment	4
Student Success	4
Reading – NWEA MAP (2024–2025)	4
Math – i-Ready Diagnostic (2024–2025)	4
Adult Learning Culture	7
Connectedness	9
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	14
Inquiry Areas	16
Inquiry Area 1: Student Success	16
Inquiry Area 2: Adult Learning Culture	21
Inquiry Area 3: Connectedness	24
Community Outreach Activities	26

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Silverland Middle School promotes learning for all students by maintaining high expectations and providing targeted supports for academic, social, and emotional growth. We believe that every student can succeed—regardless of their starting point.

Reading – NWEA MAP (2024–2025)

- 48.0% of students met their individual growth goal during either the winter or spring testing window.
- 31.5% of students performed at or above grade level, even if they did not meet a growth goal.
- When counted only once per student, 57% demonstrated success by meeting a growth goal or achieving grade-level proficiency.

Math – i-Ready Diagnostic (2024–2025)

- 46% of students met their typical growth goal.
- 36% of students scored at or above grade level.
- When counted only once per student, 59% demonstrated success by meeting growth or achieving grade-level proficiency.

These results reflect the effectiveness of our Tier 1 instruction, our commitment to growth-minded and data-informed teaching practices, and our belief in supporting all students through individualized learning pathways. Together, they affirm our dedication to student success through consistent progress and high expectations.

Student Success Areas for Growth

At Silverland Middle School, we envision a learning community where every student is seen, supported, and empowered to thrive, not only in academics, but in life. To realize this vision, we must expand early and equitable access to college, career, and life readiness opportunities by deepening career exploration, building authentic partnerships with our community, and using tools like SchoolLinks to guide personalized student planning.

While platforms and partnerships provide structure, academic growth remains the foundation. Current data shows that just over half of our students are meeting typical growth in math and reading. This calls us to action. We must respond with intentional, data-informed instructional practices that not only boost achievement but help students connect their learning to real-world goals.

Moving forward, our growth as a school lies in fully integrating academic, social-emotional, and future-readiness supports. We believe all students can grow. We believe they can succeed. And we are committed to creating a school environment that nurtures resilience, curiosity, and lifelong learning for every child, every day.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Limited access to academic content and career exploration opportunities due to language barriers.Limited access to career exploration content due to language barriers.	Leverage the ELL resource teacher and paraprofessional to provide targeted academic language support in core classes and assist students in accessing career exploration activities through coordination with general education and advisory teachers.
Foster/Homeless	High mobility and lack of stable support systems impact attendance, disrupt learning continuity, and limit consistent participation in both academic instruction and career exploration activities.	Assign a staff liaison, offer flexible deadlines, ensure access to basic supports, and prioritize outreach for career events with flexible follow-up for absent students.
Free and Reduced Lunch	May lack reliable internet access, quiet study environments, and supplemental learning resources outside of school. Additionally, limited exposure to informal career experiences and role models may reduce their awareness of future college and career pathways.	Provide dedicated time during the school day for students to complete i-Ready MyPath lessons, with advisory teachers monitoring progress and offering additional support as needed. The school will also expand Career Fair opportunities to highlight diverse, affordable college and CTE pathways, increasing both academic support and career awareness.
Migrant/Title1-C Eligible	High mobility and lack of stable support systems impact attendance, disrupt learning continuity, and limit consistent participation in both academic instruction and career exploration activities.	Students will receive targeted academic check-ins during advisory and personalized support plans that address learning gaps and mobility-related challenges. A designated staff liaison will monitor participation, provide follow-up for missed career events, offer flexible deadlines, and coordinate with counseling to ensure consistent access to academic and family support services.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Racial and ethnic minority students, particularly Hispanic/Latino and Native American students, face persistent achievement gaps, limited access to academic interventions and high-wage career pathways, and disproportionate outcomes in discipline and advanced opportunities. These disparities are often rooted in lower expectations, cultural disconnects, and unintentional bias.	Ensure diverse representation in Career Fair presenters and materials, with intentional emphasis on underrepresented career pathways. Instructional teams will regularly review disaggregated i-Ready and behavioral data to provide timely, targeted support and promote inclusive access to both intervention and enrichment programs.
Students with IEPs	Students with IEPs benefit most when instructional supports, accommodations, and pacing are consistently aligned across settings. At times, variations in how i-Ready MyPath lessons and general education materials align with IEP goals can create barriers to independent access and academic progress. Additionally, opportunities for inclusive career exploration are currently limited to select programs such as the PAES Lab and Resource classes.	Special education and general education staff will collaborate to better align MyPath lessons and classroom instruction with students' IEP goals and accommodations. Co-teaching teams and intervention periods will provide structured, guided support to promote access and growth. To ensure meaningful participation in career exploration, students will receive pre-teaching, adapted materials, and individualized supports that enable full engagement in CTE events and pathways.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Silverland Middle School offers early career exploration through CTE coursework and large-group events such as the 8th Grade Career Fair. However, access to these opportunities is limited by scheduling conflicts and staffing constraints, with a disproportionate impact on historically underserved student groups. Without targeted planning, differentiated supports, and intentional outreach, these students are at greater risk of reduced participation in career readiness activities, widening existing opportunity gaps.

Critical Root Cause: Career exploration opportunities at Silverland Middle School are currently concentrated in single-event experiences and elective offerings. Structural barriers, including scheduling conflicts, limited staffing for individualized support, and a lack of embedded, ongoing career exploration activities, impact all students but more significantly affect historically underserved student groups. Without consistent tracking and intentional strategies to promote equitable access, opportunity gaps are likely to persist.

Problem Statement 2 (Prioritized): Less than half of Silverland Middle School students are meeting typical growth in Math and Reading, revealing persistent gaps in academic progress and raising concerns about the effectiveness of current instructional practices and student supports.

Critical Root Cause: Instructional practices are not consistently differentiated or aligned to student data, resulting in missed opportunities to target specific learning needs, particularly for students who fall just below proficiency but do not qualify for formal interventions.

Adult Learning Culture

Adult Learning Culture Areas of Strength

At Silverland Middle School, our adult learning culture is defined by perseverance and commitment to continuously improving our MTSS Tier 1 and Tier 2 support systems. We recognize that the successful implementation of these frameworks requires both dedication and adaptability to create a system that truly aligns with our unique school culture and meets the needs of all students.

Through ongoing professional development and collaboration, Silverland Middle School is focused on expanding a shared understanding of the importance of MTSS. This involves engaging more teachers in every phase of the process, from data collection and analysis to designing and delivering interventions, ensuring that our approach is comprehensive, inclusive, and driven by collective ownership.

Adult Learning Culture Areas for Growth

Silverland Middle School needs to build on the foundation of our current Tier 1 and Tier 2 MTSS structures by developing a more intentional focus to address and support academic underperformance in Math and ELA, as well as chronic absenteeism. We need to ensure staff are equipped to analyze and respond to multiple forms of data in consistent and collaborative ways. Advisory teachers need support in using i-Ready data and monitor MyPath lesson completion to better support student learning. We also need clearer structures and expectations for using weekly and monthly MTSS meetings to escalate concerns and coordinate student supports. These gaps highlight the need for a stronger, more unified adult learning culture centered on proactive, data-informed practices.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers limit access to grade-level content and classroom engagement.	Support adult learning through ongoing professional development on scaffolding strategies for English Learners. Use the inclusion model as a shared learning space for ELL teachers, paras, and content teachers to co-plan, reflect, and refine instruction together.
Foster/Homeless	High mobility and lack of stability impact attendance, learning continuity, and academic achievement.	Create shared planning time for teachers, counselors, and liaisons to identify needs, coordinate support, and reflect on how instructional practices impact highly mobile students.

Student Group	Challenge	Solution
Free and Reduced Lunch	Limited access to learning resources and outside-of-school academic support.	Support teachers in using data to identify barriers, co-develop responsive strategies, and share successes that foster belonging and access for low-income students.
Migrant/Title1-C Eligible	High mobility and lack of stability impact attendance, learning continuity, and academic achievement.	Create shared planning time for teachers, counselors, and liaisons to identify needs, coordinate support, and reflect on how instructional practices impact highly mobile students.
Racial/Ethnic Minorities	Disproportionate outcomes in discipline, academic achievement, and access to advanced opportunities.	Analyze student data by subgroup, and apply inclusive practices that honor students' identities and experiences.
Students with IEPs	Instruction is not always sufficiently differentiated to meet individual learning goals.	Strengthen adult learning through co-teaching models and regular collaboration between general and special educators. Use data reviews, shared lesson planning, and reflection protocols to ensure instruction aligns with IEP goals and accommodations.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): While Silverland Middle School has established foundational Tier 1 and Tier 2 MTSS structures, we lack a unified, data-informed adult learning culture that consistently supports academic growth in Math and ELA and addresses chronic absenteeism.

Critical Root Cause: There is inconsistent use of data across grade levels and advisory periods due to limited collaborative time for data analysis, unclear expectations for data-driven decision-making, and a lack of shared accountability structures.

Problem Statement 2 (Prioritized): Staff at Silverland Middle School need greater support and shared ownership in delivering meaningful career exploration and CTE exposure, especially for students from underserved groups. Without consistent adult training and collaboration around SchoolLinks and career readiness tools, students experience uneven access to future planning opportunities.

Critical Root Cause: There is a lack of structured professional learning and collaboration focused on SchoolLinks, CTE integration, and career education, which limits staff confidence, consistency, and proactive implementation of career readiness activities across content areas and grade levels.

Connectedness

Connectedness Areas of Strength

Silverland Middle School recognizes that improving student attendance is not just about compliance, it is essential to building meaningful connections between students, staff, and the school community. Students who attend regularly are more likely to form positive relationships, engage in learning, and feel a sense of belonging. Addressing chronic absenteeism requires a schoolwide commitment to creating a welcoming environment where all students feel seen, supported, and motivated to show up and thrive.

Connectedness Areas for Growth

In the 2023–2024 school year, 40.8% of Silverland Middle School students were identified as chronically absent, according to the Nevada Report Card. This exceeds both the district average of 38.5% and the state average of 25.6%, signaling a critical need for improvement.

Subgroup data reveals notable disparities, with chronic absenteeism especially high among English Learners (44.4%), American Indian/Alaska Native students (52.0%), and students eligible for free or reduced lunch (40.8%). These trends highlight the need to address the root causes of absenteeism among our most vulnerable student groups.

To improve attendance and connectedness at Silverland Middle School, we must build a schoolwide culture that prioritizes engagement, SEL support, and a strong sense of belonging. This requires intentional, equity-driven strategies that foster meaningful relationships, ensure students feel seen and valued, and make learning relevant to their lives and future goals.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	In the 2023–2024 school year, 44.4% of English Learners at Silverland Middle School were chronically absent, highlighting a significant challenge rooted in barriers to language access, cultural connection, and limited targeted SEL and family engagement supports.	To improve attendance among chronically absent student groups, Silverland Middle School will strengthen school connectedness by expanding culturally responsive family engagement, increasing access to SEL and mental health supports, and embedding relationship-centered practices that ensure all students feel seen, supported, and valued in the school community.
Foster/Homeless		

Student Group	Challenge	Solution
Free and Reduced Lunch	In the 2023–2024 school year, 40.8% of students eligible for free or reduced lunch at Silverland Middle School were chronically absent, reflecting challenges related to economic insecurity, limited access to mental health supports, and inconsistent engagement strategies that address their specific needs.	To improve attendance among chronically absent student groups, Silverland Middle School will strengthen school connectedness by expanding culturally responsive family engagement, increasing access to SEL and mental health supports, and embedding relationship-centered practices that ensure all students feel seen, supported, and valued in the school community.
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities	In the 2023–2024 school year, chronic absenteeism among racial and ethnic minority students at Silverland Middle School exceeded 40%, with American Indian/ Alaska Native students at 52.0% and Hispanic students at 40.1%, indicating systemic barriers to belonging, culturally responsive engagement, and access to consistent support services.	To improve attendance among chronically absent student groups, Silverland Middle School will strengthen school connectedness by expanding culturally responsive family engagement, increasing access to SEL and mental health supports, and embedding relationship-centered practices that ensure all students feel seen, supported, and valued in the school community.
Students with IEPs	In the 2023–2024 school year, 39.1% of students with IEPs at Silverland Middle School were chronically absent, pointing to challenges in consistent access to inclusive practices, targeted behavioral and emotional supports, and individualized engagement strategies that promote attendance and connection.	To improve attendance among chronically absent student groups, Silverland Middle School will strengthen school connectedness by expanding culturally responsive family engagement, increasing access to SEL and mental health supports, and embedding relationship-centered practices that ensure all students feel seen, supported, and valued in the school community.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): At Silverland Middle School, chronic absenteeism continues to hinder student learning and school connectedness, particularly for historically marginalized student. These challenges are compounded by barriers related to poverty, trauma, mobility, and limited access to culturally relevant instruction, strong relationships, and

learning experiences that feel meaningful and engaging. Without intentional efforts to strengthen belonging and ensure all students feel seen, supported, and included, absenteeism will remain a barrier to both academic growth and long-term success.

Critical Root Cause: A critical root cause of chronic absenteeism at Silverland Middle School is that many students do not experience daily learning as relevant, engaging, or personally meaningful. Inconsistent access to instruction, limited opportunities for meaningful relationships with adults, and a lack of support for students facing personal or emotional challenges reduce their sense of belonging, making regular attendance less likely.

Priority Problem Statements

Problem Statement 1: Silverland Middle School offers early career exploration through CTE coursework and large-group events such as the 8th Grade Career Fair. However, access to these opportunities is limited by scheduling conflicts and staffing constraints, with a disproportionate impact on historically underserved student groups. Without targeted planning, differentiated supports, and intentional outreach, these students are at greater risk of reduced participation in career readiness activities, widening existing opportunity gaps.

Critical Root Cause 1: Career exploration opportunities at Silverland Middle School are currently concentrated in single-event experiences and elective offerings. Structural barriers, including scheduling conflicts, limited staffing for individualized support, and a lack of embedded, ongoing career exploration activities, impact all students but more significantly affect historically underserved student groups. Without consistent tracking and intentional strategies to promote equitable access, opportunity gaps are likely to persist.

Problem Statement 1 Areas: Student Success

Problem Statement 2: At Silverland Middle School, chronic absenteeism continues to hinder student learning and school connectedness, particularly for historically marginalized student. These challenges are compounded by barriers related to poverty, trauma, mobility, and limited access to culturally relevant instruction, strong relationships, and learning experiences that feel meaningful and engaging. Without intentional efforts to strengthen belonging and ensure all students feel seen, supported, and included, absenteeism will remain a barrier to both academic growth and long-term success.

Critical Root Cause 2: A critical root cause of chronic absenteeism at Silverland Middle School is that many students do not experience daily learning as relevant, engaging, or personally meaningful. Inconsistent access to instruction, limited opportunities for meaningful relationships with adults, and a lack of support for students facing personal or emotional challenges reduce their sense of belonging, making regular attendance less likely.

Problem Statement 2 Areas: Connectedness

Problem Statement 3: While Silverland Middle School has established foundational Tier 1 and Tier 2 MTSS structures, we lack a unified, data-informed adult learning culture that consistently supports academic growth in Math and ELA and addresses chronic absenteeism.

Critical Root Cause 3: There is inconsistent use of data across grade levels and advisory periods due to limited collaborative time for data analysis, unclear expectations for data-driven decision-making, and a lack of shared accountability structures.

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: Staff at Silverland Middle School need greater support and shared ownership in delivering meaningful career exploration and CTE exposure, especially for students from underserved groups. Without consistent adult training and collaboration around SchoolLinks and career readiness tools, students experience uneven access to future planning opportunities.

Critical Root Cause 4: There is a lack of structured professional learning and collaboration focused on SchoolLinks, CTE integration, and career education, which limits staff confidence, consistency, and proactive implementation of career readiness activities across content areas and grade levels.

Problem Statement 4 Areas: Adult Learning Culture

Problem Statement 5: Less than half of Silverland Middle School students are meeting typical growth in Math and Reading, revealing persistent gaps in academic progress and raising concerns about the effectiveness of current instructional practices and student supports.

Critical Root Cause 5: Instructional practices are not consistently differentiated or aligned to student data, resulting in missed opportunities to target specific learning needs, particularly for students who fall just below proficiency but do not qualify for formal interventions.

Problem Statement 5 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- College and career readiness data
- Course Offerings
- Grades
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- MyPath
- STEM/STEAM
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener
- Other
 - Student Scheduling and Attendance Data
 - IReady Math and Reading Diagnostic Data

Adult Learning Culture

- Administrator evaluation
- Class size averages by grade and subject
- Coaching Logs
- Evaluation(s) of professional development implementation and impact
- Master schedule
- Professional Development Agendas
- Professional development needs assessment data
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio
- Walk-through data

Connectedness

- Attendance
- Behavior
- Demographic data
- Enrollment

- Enrollment trends
- Gifted and talented data
- Home Visits
- Mobility rate, including longitudinal data
- PBIS/MTSS data
- School safety data
- Social Emotional Learning Data
- Tobacco, alcohol, and other drug-use data
- Violence and/or violence prevention records
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

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

Formative Measures: School Links, PAES lab

Aligns with District Goal

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

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

SMART Goal 1 Problem Statements:

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

Inquiry Area 1: Student Success

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

Formative Measures: SchoolLink Data Usage
Career Fair Attendance

Aligns with District Goal

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

SMART Goal 2 Problem Statements:

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

Inquiry Area 1: Student Success

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

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

Aligns with District Goal

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

Improvement Strategy 2 Details				Reviews											
Improvement Strategy 2: Recognize teams who demonstrate consistent engagement and support of i-Ready MyPath completion and academic growth.				Status Check		EOY Reflection									
				Nov	Jan	May									
				<table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Team Competitions: Hold quarterly Team competitions for iReady passing lessons</td> <td>SIP Chairperson</td> <td>One competition a quarter</td> </tr> <tr> <td>2</td> <td>Completed MyPath lessons will be tracked weekly and shared via a scoreboard and Monday morning announcements.</td> <td>MTSS Coordinator</td> <td>Weekly</td> </tr> </tbody> </table> <p>Position Responsible: MTSS Coordinator, SIP Chairperson Resources Needed: MyPath usage tracking dashboard (e.g., i-Ready's weekly reports)</p> <p>Evidence Level Level 3: Promising: School climate research linking positive recognition to engagement and attendance</p> <p>Problem Statements/Critical Root Cause: Student Success 2</p>	Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Team Competitions: Hold quarterly Team competitions for iReady passing lessons	SIP Chairperson	One competition a quarter	2	Completed MyPath lessons will be tracked weekly and shared via a scoreboard and Monday morning announcements.	MTSS Coordinator
Action #	Actions for Implementation	Person(s) Responsible	Timeline												
1	Team Competitions: Hold quarterly Team competitions for iReady passing lessons	SIP Chairperson	One competition a quarter												
2	Completed MyPath lessons will be tracked weekly and shared via a scoreboard and Monday morning announcements.	MTSS Coordinator	Weekly												

SMART Goal 3 Problem Statements:

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

Inquiry Area 2: Adult Learning Culture

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

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

Aligns with District Goal

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

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: Equip Advisory teachers with the skills and tools needed to effectively support students in completing MyPath lessons and navigating iReady reports.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Provide targeted training for Advisory teachers on monitoring MyPath completion by reviewing weekly student usage and progress reports	Principal	August and ongoing as needed			
2	Provide targeted training for Advisory teachers on: navigating and interpreting i-Ready reports, including student-level Diagnostic and MyPath data	Principal	August and ongoing as needed			
Position Responsible: Principal Resources Needed: Training from iReady (virtual), dedicated time for Advisory teachers to attend Training. Evidence Level Level 2: Moderate: i-Ready is an evidence based tool. Problem Statements/Critical Root Cause: Adult Learning Culture 1						
Improvement Strategy 3 Details				Reviews		
Improvement Strategy 3: Build a responsive support system by using academic, attendance, and engagement data within MTSS structures to monitor student progress, identify emerging needs, and ensure timely, targeted interventions.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Use MTSS Tier 1 meetings to review trends in grades, i-Ready usage, and attendance to identify early signs of disengagement or academic decline and plan appropriate Tier 1 instructional supports.	MTSS Tier 1	Weekly			
2	Use Tier 2 MTSS meetings to review escalated academic and attendance concerns from Tier 1, analyze patterns across multiple data sources, and connect students with appropriate Tier 2 supports.	MTSS Tier 2	Monthly			
Position Responsible: MTSS Coordinator Resources Needed: Dedicated weekly and monthly time for MTSS committees to meet, shared tracking system, trained MTSS Facilitators per team, coordination with CCRI and other support staff, Professional Training to onboard new staff or offer refreshers on purpose of MTSS Tier 1 meetings and accessing relevant data. Evidence Level Level 1: Strong: Early Warning: Chronic absenteeism tracking and performance data Problem Statements/Critical Root Cause: Adult Learning Culture 1						

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

SMART Goal 1 Problem Statements:

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

Inquiry Area 3: Connectedness

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

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

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Create a responsive, relationship-centered Tiered Attendance Monitoring and Response System that uses clear thresholds and timely interventions to prevent chronic absenteeism and support student re-engagement.				Status Check		EOY Reflection
				Nov	Jan	May
				Action #	Actions for Implementation	Person(s) Responsible
1	Attendance Letters and Tiered Family Contact per district policy; includes attendance letters, phone calls, attendance contracts, family meetings and referral to SAAB committee.	Vice Principal	ongoing			
2	MTSS-Coordinated Actions (6,9, 12, 17 Absences): Actions include family contact from Advisory teach, check in champions, Tier 2 SEL, Tier 3 Supports.	MTSS Tier 2	ongoing			

Position Responsible: Vice Principal
Resources Needed: Infinite Campus, MTSS, CCRI's, School Resource Officer
Evidence Level
 Level 3: Promising: Early Intervention
Problem Statements/Critical Root Cause: Connectedness 1

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: Increase student belonging and early intervention through meaningful, consistent adult connections				Status Check		EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	May
1	Advisory teachers will contact all advisory families who are unable to attend the 2025-2026 Open House by phone by the end of the first week of school. All contacts must be documented and submitted to the office along with the conference sign-in sheets.	Advisory Teachers	Sept. 5, 2025	No review	No review	
2	Implement weekly connection prompts or advisory topics that align with SEL and student voice. These may include short discussion questions, classroom activities, or character-building moments tied to existing frameworks (like Character Strong) Activities start week of Sept. 22)	Advisory Teachers	ongoing			
3	"Check-in champions" for students who are approaching chronic absenteeism thresholds. These champions serve as a consistent point of contact and advocate, helping to re-engage the student through connection and support.	MTSS Team Leads	Ongoing			
<p>Position Responsible: MTSS Coordinator</p> <p>Resources Needed: "Check-in Champions", Character Strong/SEL Tracking system, Back to school family contact logs.</p> <p>Evidence Level Level 2: Moderate: Structured relationship building</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>						

SMART Goal 1 Problem Statements:

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

Community Outreach Activities

Activity	Date	Lesson Learned
<p>Back-to-School Night <i>(August 2025)</i> Families are invited to campus prior to the first day of school to meet staff, visit classrooms, and learn about academic and behavioral expectations.</p>		
<p>Fall Parent-Teacher Conferences <i>(November 2025)</i> One-on-one meetings between families and teachers to review student progress and support needs.</p>		
<p>Spring Parent-Teacher Conferences <i>(April 2026)</i> A second round of scheduled meetings to ensure continued family-school collaboration and academic support.</p>		
<p>Monthly Parent Lunch Club <i>(September–May)</i> Parents are invited to bring or purchase lunch and eat with their students on campus, fostering informal family-school connection.</p>		
<p>Night of the Arts <i>(Winter 2025)</i> A schoolwide celebration showcasing student talent in art, music, drama, and culinary programs.</p>		
<p>8th Grade Career Fair <i>(January 2026)</i> Local professionals and community members engage with students to explore career paths and post-secondary options.</p>		
<p>Sporting Events <i>(Throughout the school year)</i> Families and community members are invited to attend seasonal games and cheer on student-athletes.</p>		