

Clark County School District



Lyon, W. Mack MS

Classification: 5 Star School

2025-2026 School Improvement Plan

District Approval Date:
February 18, 2026

Mission Statement

The W. Mack Lyon Middle School community dedicates itself to continuous improvement in academic excellence and social responsibility.

Vision

Students will be actively involved in problem-solving and critical thinking according to their learning needs.
Students will produce quality work while demonstrating an understanding of essential skills and knowledge.
Students will demonstrate the skills necessary to become confident, self-directed lifelong learners

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Comprehensive Needs Assessment

Student Success

Areas of Strength

During the 2024-2025 School year, in the area of Math:

Increased CRT projected proficiency on the Math MAP assessment in 6th-8th grade from 43.1% (Fall) to 56.2% (Spring).

From Fall to Spring, the percentage of students projected to be proficient increased by 13.1% on the Math MAP assessment.

48% of the student population is performing at or above the 70th percentile on the Spring Math MAPs assessment.

71% of the student population met their projected growth goals for the Math MAP assessment from Fall to Spring.

There was a 7% reduction in the at-risk student population from Winter to Spring Math Map assessment.

During the 2024-2025 school year, in the area of ELA:

Increased CRT projected proficiency on the Reading MAP assessment in 6th-8th grade from 49% (Fall) to 55% (Spring).

From Fall to Spring, the percentage of students projected to be proficient increased by 7% on the Reading MAP assessment.

30% of the student population is performing at or above the 70th percentile on the Spring Reading MAPS assessment.

There was a 5.4% reduction in the at-risk student population according to the Reading MAPS assessment from Fall to Spring.

Areas for Growth

During the 2024-2025 school year, according to the MAPs assessment, in the area of Math:

In the Winter assessment, 93.28% of 6th-grade students met projected growth targets, compared to only 77.31% in the Spring.

In the Winter assessment, 62.25% of 7th-grade students met projected growth targets, compared to only 68.03% in the Spring.

In the Winter assessment, 71.43% of 8th-grade students met projected growth targets, compared to only 68.64% in the Spring.

Overall, the majority of our student population met their projected growth percentile on the Winter MAP Math assessment.

However, there was a noticeable decline in the number of students who met their Spring projected growth goals compared to the Winter.

According to the SBAC Math Preliminary Data for 2024-2025;

71% of students in 6th-8th grade met Projected Growth for the Spring Math MAPs assessment, but the Preliminary SBAC data showed only 55% of students met the Projected Growth in Math. This is a loss of 3.9% from the 2023-2024 SBAC results for math.

There was a slight increase in students who met Proficiency in Math for the Hispanic/Latino ethnicity group; 2024-2025, 43.5% proficient, this is an increase of 20%; however, 56.5% of Hispanic/Latino students were not proficient.

During the 2024-2025 school year, according to the MAPs assessment, in the area of Reading:

In the Winter assessment, 52% of 6th-grade students met projected growth targets, compared to only 46% in the Spring.

In the Winter assessment, 72% of 7th-grade students met projected growth targets, compared to only 54% in the Spring.

In the Winter assessment, 83% of 8th-grade students met projected growth targets, compared to only 35% in the Spring.

Overall, the majority of our student population met their projected growth percentile on the Winter MAP Reading assessment.

However, there was a noticeable decline in the number of students who met their Spring projected growth goals compared to the Winter.

According to the SBAC Reading Preliminary Data for 2024-2025:

46% of students in 6th-8th grade met Projected Growth for the Spring ELA MAPs assessment, but the Preliminary SBAC data showed 58.5% of students met the Projected Growth in Reading. This is a gain of 2.4% from the 2023-2024 SBAC results for Reading.

There was a slight increase in students who met Proficiency in ELA for the Hispanic/Latino ethnicity group; 2024-2025, 49.1% proficient, this is an increase of 3% from the 2023-2024 SBAC; however, 50.7% of Hispanic/Latino students were not proficient.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lack of training on QTEL strategies during Tier I instruction to increase student discourse. There is a 28% achievement gap between EL and Non EL students based on Fall MAP projected proficiency data. Please note that Lyon has a student LEP population less than 10%.	Provide support and training in using the QTEL strategies during Tier I instruction.
Foster/Homeless	Providing differentiated support and professional development for teachers. There is currently no identifiable achievement gap between Foster/Homeless and not Foster/Homeless students.	The school counselor, social worker, and Administration will implement evidence-based programs targeted at at-risk youth and wrap-around services to increase attendance.
Free and Reduced Lunch	Providing differentiated support and professional development for teachers. There is currently no identifiable achievement gap between FRL and not FRL students.	The school counselor and Administration will implement evidence-based programs targeted at at-risk youth and wrap-around services to increase attendance, such as after-school tutoring, academic opportunity time before school.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Providing differentiated support and professional development for teachers.	Utilize the counselor and social worker, along with other identified staff members, to make connections with students and families, with the intended outcome of having students experience an increased sense of belonging and buy-in when interacting with academic materials.
Students with IEPs	Lack of collaboration on instruction and student achievement between core teachers and Sped teachers.	Special Education Teachers will participate in grade-level Professional learning Community (PLC) Meetings to analyze student data and plan effective instruction and support.

Problem Statements Identifying Student Success Needs

Problem Statement		Critical Root Cause
1★	The percentage of students proficient in preliminary 2024-2025 Math SBAC decreased by 3.9% from the 2023-2024 SBAC. 56% of Hispanic/Latino students were not proficient on the Math SBAC Assessment 2024-2025.	Students struggle to apply fundamental mathematical concepts and strategies independently. Focus on a strong Tier 1 Instruction, and differentiation needs to be consistently implemented. (MAPs & SBAC Data)
2★	The percentage of students proficient in preliminary 2024-2025 Reading SBAC increased by 2.4% compared to 56.3% proficient in 2023. 53.6% of Hispanic/Latino students were not proficient on the Reading SBAC Assessment 2024-2025.	Students struggle to apply fundamental ELA concepts and strategies independently. Focus on a strong Tier 1 instruction, and differentiation needs to be consistently implemented. (MAPs & SBAC Data)

★ = Priority

Adult Learning Culture

Areas of Strength

At Lyon Middle School, our staff demonstrates a strong commitment to adult learning and professional growth, creating a culture rooted in collective efficacy, trust, and a positive, student-centered environment.

One of our greatest strengths lies in the comprehensive master schedule, which strategically supports collaboration and student achievement. Common prep times for core departments—ELA, Math, and Science—provide teachers with valuable opportunities to engage in Professional Learning Communities (PLCs). These PLCs are structured to promote deep collaboration that focuses on analyzing student data, sharing best instructional practices, and designing Tier 1 and Tier 2 supports that directly impact student outcomes.

To support targeted instructional models, the school has invested in prep buyouts that allow for a 6th-grade math block, ensuring students receive additional time for mastery of foundational skills. In addition, ELA blocks for 6th and 7th grades offer extended learning time for literacy development. Other buyouts fund credit retrieval programs and a math fundamentals course, serving students in the lowest 20th percentile and promoting equitable access to academic success.

The school's adoption of the Amplify Science curriculum reflects a commitment to standards-based instruction and hands-on, inquiry-driven learning. Teachers are supported through ongoing professional development aligned with schoolwide goals, ensuring that adult learning is focused, relevant, and purposeful.

Our educators consistently invest in building strong, positive relationships with students and families. Through open and consistent communication, staff foster an inclusive and welcoming culture that enhances student engagement and trust. Together, these efforts reflect a staff culture built on shared purpose, mutual respect, and belief in every student's potential. The strength of our adult learning culture lies not only in the structures we have in place but in the shared commitment to each other's growth and the academic success of all students.

Areas for Growth

To enhance our Adult Learning Culture, there is an opportunity to increase the effectiveness of targeted professional development and strengthen the focus within Professional Learning Communities (PLCs). By deepening our collective understanding and implementation of high-impact instructional strategies, we can build greater consistency and effectiveness in Tier 1 instruction across all classrooms.

Additionally, we must strategically and purposefully address achievement gaps for our most at-risk students. This includes increasing staff capacity to deliver Tier 2 and Tier 3 interventions that are prescriptive, targeted, and consistently applied. Through focused collaboration, reflective practice, and a shared commitment to equity, we can ensure that all students receive the support they need to succeed.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lack of focus on language acquisition.	Focused interventions to increase language acquisition.
Foster/Homeless	Chronic absenteeism and lack of consistent instruction	Equal Access to all students of strong Tier 1 instruction

Free and Reduced Lunch	Chronic absenteeism and lack of consistent instruction	Equal Access to all students of strong Tier 1 instruction
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Providing differentiated support and interventions as needed to support individual students.	During PLC's focus on essential standards for targeted instruction, since chronic absenteeism is evident. Focus on building relationships with families and students.
Students with IEPs	Lack of collaboration on instruction and student achievement between core teachers and Sped teachers.	The Case Manager and SEIF will monitor students monthly progression. Additionally, Special Education teachers will participate in grade-level and department (PLCs) to analyze data, review student progress, and plan effective instructional supports.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement	Critical Root Cause
1★ Consistently implement time-efficient, data-driven collaboration that centers on student work samples and meaningful analysis of student progress toward mastering the Nevada Academic Content Standards (NVACS).	Keep all PLC meetings focused on student data, and strengthening the alignment between instructional practices and student data will ensure targeted Tier 1 & Tier 2 strategies based on the NVACS.

★ = Priority

Connectedness

Areas of Strength

Lyon Middle School fosters a strong sense of connectedness through intentional practices that prioritize relationships, student voice, and supportive school climate. One of the school's most visible strengths is the way teachers consistently greet students by name, showing genuine care and interest in their well-being. These daily interactions help create a warm, welcoming environment where students feel seen and valued. The school also maintains positive and proactive communication with families. Teachers and staff regularly reach out through phone calls, emails, and ensure that all messages are returned within 48 hours. This responsiveness strengthens trust and builds a strong school-home partnership.

Lyon MS values student voice and agency, evidenced by teacher surveys about instruction practices and classroom cultures. To ensure all students feel safe and supported, there are clear, consistent behavior expectations across the campus, creating a structured environment where students understand behavioral norms and can thrive. For incoming 6th graders, the school hosts a "Boot Camp" orientation, helping ease the transition to middle school and build early connections. Another area of strength is student recognition of academic achievement and attendance through programs such as honor roll recognition's, attendance awards, and special incentives like the Honor Roll Trip to Six Flags. These initiatives motivate students to strive for excellence and acknowledge their efforts. Lyon Middle School also provides diverse opportunities for students to connect with peers and explore their interests. There is a wide variety of clubs and extracurricular activities available, including Student Council, BETA, Computer Club, Game Club, Cheer, Dance, Flag Football, Basketball, and Soccer. These programs play a critical role in fostering school spirit, teamwork, and student engagement beyond the classroom. There is a strong collaboration between the Administration, the school counselor, teachers, and support staff. This team-based approach ensures that students' needs are addressed holistically, academically, socially, and emotionally, reinforcing the school's commitment to a connected, inclusive learning environment. Together, these practices reflect a vibrant and supportive school culture where students feel safe, respected, and truly a part of the Lyon Middle School community.

Areas for Growth

To strengthen school connectedness, there is a need to implement a Multi-Tiered System of Supports (MTSS) team with a targeted focus on school climate, student behavior, and social-emotional development. A key priority will be to increase staff participation in MTSS-related professional development to ensure a consistent, schoolwide approach to student support. Professional learning will include foundational topics such as:

- The Purpose and Structure of MTSS
- Tier 1: School Climate, Classroom Management, and De-escalation/Crisis Prevention
- Tier 2 & Tier 3: Targeted and Intensive Interventions
- Family and Community Partnership within MTSS

Additionally, staff will receive training on the use and interpretation of the Panorama Social-Emotional Learning (SEL) Survey Screen-er, which will inform data-driven decisions to better support student well-being and engagement. By building staff capacity and creating a coordinated MTSS structure, the school aims to increase student connectedness, promote a safe and inclusive learning environment, and ensure all students feel supported academically, socially, and emotionally.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Communication to families about academic and social learning opportunities for students and families.	Engage families through the implementation of newsletters and activities providing information on topics related to students' social, academic, and language development to promote connectedness to school. Implementation of MTSS structure and

		specific PD for staff.
Foster/Homeless	Communication to families about academic and social learning opportunities for students and families.	Engage families through the implementation of newsletters and activities providing information on topics related to students' social, academic, and language development to promote connectedness to school. Implementation of MTSS structure and specific PD for staff.
Free and Reduced Lunch	Communication to families about academic and social learning opportunities for students and families.	Engage families through the implementation of newsletters and activities providing information on topics related to students' social, academic, and language development to promote connectedness to school. Implementation of MTSS structure and specific PD for staff.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Communication to families about academic and social learning opportunities for students and families.	Engage families through the implementation of newsletters and activities providing information on topics related to students' social, academic, and language development to promote connectedness to school. Implementation of MTSS structure and specific PD for staff.
Students with IEPs	Communication to families about academic and social learning opportunities for students and families.	The teacher of record works with the family to communicate the different learning opportunities available to the student and family. Implementation of MTSS structure and specific PD for staff.

Problem Statements Identifying Connectedness Needs

Problem Statement	Critical Root Cause
1★ Panorama survey results indicate that a significant portion of students at Lyon MS do not feel a strong sense of belonging. In Fall 2024, only 40% of students reported feeling a strong sense of belonging. While there is a slight improvement over the year, rising to 45% in Winter and 47% in Spring. The majority of students still do not feel meaningfully connected to their school community. This ongoing trend suggests the need for intentional, schoolwide efforts to strengthen relationships, promote inclusivity, and create a more supportive and engaging environment for all students.	Middle school students often experience a lack of meaningful connection to adults at school because the school does not consistently provide structured opportunities for students to build trusting relationships with staff through advisory, mentoring, or inter-based engagement. During this developmental stage, students benefit from intentional interactions with caring adults to help them feel seen, supported, and guided through academic and personal challenges

★ = Priority



Priority Problem Statements

Problem Statement

Critical Root Cause

1★

Panorama survey results indicate that a significant portion of students at Lyon MS do not feel a strong sense of belonging. In Fall 2024, only 40% of students reported feeling a strong sense of belonging. While there is a slight improvement over the year, rising to 45% in Winter and 47% in Spring. The majority of students still do not feel meaningfully connected to their school community. This ongoing trend suggests the need for intentional, schoolwide efforts to strengthen relationships, promote inclusivity, and create a more supportive and engaging environment for all students.

Middle school students often experience a lack of meaningful connection to adults at school because the school does not consistently provide structured opportunities for students to build trusting relationships with staff through advisory, mentoring, or inter-based engagement. During this developmental stage, students benefit from intentional interactions with caring adults to help them feel seen, supported, and guided through academic and personal challenges

2★

Consistently implement time-efficient, data-driven collaboration that centers on student work samples and meaningful analysis of student progress toward mastering the Nevada Academic Content Standards (NVACS).

Keep all PLC meetings focused on student data, and strengthening the alignment between instructional practices and student data will ensure targeted Tier 1 & Tier 2 strategies based on the NVACS.

3★

The percentage of students proficient in preliminary 2024-2025 Math SBAC decreased by 3.9% from the 2023-2024 SBAC. 56% of Hispanic/Latino students were not proficient on the Math SBAC Assessment 2024-2025.

Students struggle to apply fundamental mathematical concepts and strategies independently. Focus on a strong Tier 1 Instruction, and differentiation needs to be consistently implemented. (MAPs & SBAC Data)

4★

The percentage of students proficient in preliminary 2024-2025 Reading SBAC increased by 2.4% compared to 56.3% proficient in 2023. 53.6% of Hispanic/Latino students were not proficient on the Reading SBAC Assessment 2024-2025.

Students struggle to apply fundamental ELA concepts and strategies independently. Focus on a strong Tier 1 instruction, and differentiation needs to be consistently implemented. (MAPs & SBAC Data)

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- ☒ Criterion-Referenced Test in Science
- ☒ Grades
- ☒ MAP Growth Assessment
- ☒ Smarter Balanced (SBAC)
- ☒ Student Climate Survey, Student Voice
- ☒ WIDA ACCESS for ELLs
- ☒ WIDA Alternate ACCESS (WAA)
- ☒ WIDA Screener
- ☒ Other
 - Attendance, behavior
 - Panorama
 - CCSD District Surveys: Student, parent, and staff.
 - Teacher feedback
 - Admin Observations: 1 to 1: Curriculum Analysis.

Adult Learning Culture

- ☒ Professional Development Agendas
- ☒ Professional learning communities (PLC) data/agenda/notes
- ☒ School department and/or faculty meeting discussions and data
- ☒ Walk-through data
- ☒ Other
 - Staff Surveys
 - Surveys

Connectedness

- ☒ Attendance

- ☒ Behavior
- ☒ Community surveys and/or other feedback
- ☒ Home Visits
- ☒ Perception/survey data
- ☒ Social Emotional Learning Data



Inquiry Areas

Inquiry Area 1

Student Success

SMART Goal 1 Aligns with District Goal

By the end of the 2025-2026 school year, Lyon Middle School will increase the percentage of students in grades 6th-8th who Met Projected Proficiency on the Math MAPs Growth Assessment from Fall 2025 to 59% in Winter 2025, and to 65% in Spring 2026.

Formative Measures: Bi-weekly PLC meetings will be used to analyze student assessment data, identify students not meeting their projected proficiency on MAPs Math Fall and Winter assessments, document Tier 1 and Tier 2 instructional strategies implemented, and track progress towards growth goals using a shared PLC tracker

Improvement Strategy 1

Provide strong Tier 1 instructional support by offering professional development through the PLC structure and quarterly instructional walks, with a focus on building teacher capacity to develop and use common formative and summative assessments to guide instruction, foster collaboration, and provide targeted remediation for identified students.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	1. Establish PLC Norms and Schedules	PLC group	25-26 School Year	✓
2	2. Provide Targeted Professional Development on Tier 1 & 2 strategies	PLC group	25-26 School Year	✓
3	3. Identify students not meeting projected proficiency	PLC group	25-26 School Year	✓
4	4. Use Data to Guide Instruction	PLC and admin	25-26 School Year	✓
5	5. Monitor Implementation	teacher	25-26 School Year	✓
6	6. Provide Feedback, Remediation, and Support Plans	PLC and admin	25-26 School Year	✓
7	7. Celebrate Progress and Foster Collaboration	PLC and admin	25-26 School Year	✓

Position Responsible: Principal

Resources Needed: Data- SBAC, MAPs, Classroom-Formative, Summative
Digital Platform to Communicate, Collaborate, and Share Data
Rewards for Celebrations
Recognition Tools

Evidence Level

Level 1: Strong:
Carnegie Math, SpringBoard

Problem Statements: Student Success 1

Status Checks

In progress

October

In progress

February



Continue

June

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

The percentage of students proficient in preliminary 2024-2025 Math SBAC decreased by 3.9% from the 2023-2024 SBAC. 56% of Hispanic/Latino students were not proficient on the Math SBAC Assessment 2024-2025.

Students struggle to apply fundamental mathematical concepts and strategies independently. Focus on a strong Tier 1 Instruction, and differentiation needs to be consistently implemented. (MAPs & SBAC Data)

SMART Goal 2

By the end of the 2025-2026 school year, Lyon Middle School will increase the percentage of students in grades 6th-8th who Met Projected Proficiency on the Reading MAPs Growth Assessment from Fall 2025 to 57% in Winter 2025, and to 60% in Spring 2026.

Formative Measures: Bi-weekly PLC meetings will be used to analyze student assessment data, identify students not meeting their projected proficiency on MAPs Reading Fall and Winter assessments, document Tier 1 and Tier 2 instructional strategies implemented, and track progress towards growth goals using a shared PLC tracker

Improvement Strategy 1

Provide strong Tier 1 instructional support by offering professional development through the PLC structure and quarterly instructional walks, with a focus on building teacher capacity to develop and use common formative and summative assessments to guide instruction, foster collaboration, and provide targeted remediation for identified students.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	1. Establish PLC Norms and Schedules	PLC group	25-26 School Year	
2	2. Provide Targeted Professional Development on Tier 1 & 2 strategies	PLC group	25-26 School Year	
3	3. Identify students not meeting projected proficiency	PLC group	25-26 School Year	
4	4. Use Data to Guide Instruction	PLC and admin	25-26 School Year	
5	5. Monitor Implementation	teacher	25-26 School Year	
6	6. Provide Feedback, Remediation, and Support Plans	PLC and admin	25-26 School Year	
7	7. Celebrate Progress and Foster Collaboration	PLC and admin	25-26 School Year	

Position Responsible: Principal

Resources Needed: Data- SBAC, MAPs, Classroom-Formative, Summative
Digital Platform to Communicate, Collaborate, and Share Data
Rewards for Celebrations
Recognition Tools

Evidence Level

Level 1: Strong:
Carnegie Math, SpringBoard

Problem Statements: Student Success 1

Status Checks

In progress

October

In progress

February



Continue

June

SMART Goal 2 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

The percentage of students proficient in preliminary 2024-2025 Math SBAC decreased by 3.9% from the 2023-2024 SBAC.
56% of Hispanic/Latino students were not proficient on the Math SBAC Assessment 2024-2025.

Students struggle to apply fundamental mathematical concepts and strategies independently. Focus on a strong Tier 1 Instruction, and differentiation needs to be consistently implemented. (MAPs & SBAC Data)

Inquiry Area

2

Adult Learning Culture

SMART Goal 1 ☒ Aligns with District Goal

By the end of the 2025-2026 school year, Lyon Middle School teachers will participate in monthly professional development and bi-weekly PLCs focused on Tier 1 & Tier 2 instructional strategies and data-driven decision making.

Formative Measures: Track teacher participation, collect agendas, data analysis, Tier 1 & Tier 2 documentation, and conduct monthly walkthroughs with rubric aligned to Tier 1 & Tier 2 strategies, student data use, and surveys.

Improvement Strategy 1

Implement a system of PLCs with fidelity. This will be supported by resources, including time allocated to teachers during contract time. Teachers will devise a system to document their PLC's attendance, participation, Tier 1 & 2 strategies, and student progress data.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish Clear Objectives for PLC's and establish an Observation schedule	Admin & PLC group	Quarterly Reviews	✓
2	Provide Training and Resources	Admin & PLC group	August 25-October 25	✓
3	Promote Open Dialogue	Admin & PLC group	August 25-October 25	✓
4	Monitor Progress	Admin & PLC group	November 25-December 25	✓
5	Document/Share best Practices	Admin & PLC group	January 26-March 26	✓
6	Celebrate Success	Admin & PLC group	April 26-May 26	✓

Position Responsible: Admin & PLC Group

Resources Needed: Effective training for PLCs- Staff designed
Technology to collaborate, communicate, and share data
Access to Current and Historical Data; MAPS, SBAC, Classroom- Formative/Summative
Leadership support: Guidance, encouragement, and advocacy to support and prioritize PLC's

Evidence Level

Level 2: Moderate:
Professional Learning Communities (PLC)

Problem Statements: Adult Learning Culture 1

Status Checks

In progress

October

In progress

February

 Continue

June

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

Consistently implement time-efficient, data-driven collaboration that centers on student work samples and meaningful analysis of student progress toward mastering the Nevada Academic Content Standards (NVACS).

Keep all PLC meetings focused on student data, and strengthening the alignment between instructional practices and student data will ensure targeted Tier 1 & Tier 2 strategies based on the NVACS.

Inquiry Area

3

Connectedness

SMART Goal 1 Aligns with District Goal

Increase the percentage of students who feel connected to the adults at the school, measured by the Panorama Education Survey.

2025-2026 Decrease chronic absenteeism from 27.2 % (Spring 2025) by 10% to 17.2% for (Spring 2026) as measured by FocusED data.

Formative Measures: Students will develop relationships with their peers and staff, resulting in decreased chronic absenteeism.

Improvement Strategy 1

Implement the school-wide behavior program to support students' social-emotional needs while closely monitoring absenteeism; school personnel will investigate patterns of absence and work with students and families to create individualized action plans

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	1. Implement MTSS Teacher & Support staff team	Kimberly Bunker	August	✓
2	2. Establish clear attendance expectations	Kimberly Bunker	Weekly attendance checks Monthly Training	✓
3	3. Monitor Student Attendance Weekly	Kimberly Bunker	Weekly attendance checks Monthly Training	✓
4	4. Identify and support At-Risk Students	Kimberly Bunker	Weekly attendance checks Monthly Training	✓
5	5. Engage Families with action plans	Kimberly Bunker	Weekly attendance checks Monthly Training	✓
6	6. Celebrate Improvements	Kimberly Bunker	Weekly attendance checks Monthly Training	✓
7	Give Panorama Survey three times per school year and analyze the data with the MTSS team.	Kimberly Bunker	3 times per year	✓

Position Responsible: Assistant Principal

Resources Needed: Training for Teachers and Staff
Counselors and SEL Support Staff
Attendance Clerk
Rewards for Improvements

Evidence Level

Level 1: Strong:
Extracurricular Activities

Level 4: Demonstrate Rationale:
After-school clubs

Status Checks

In progress

October

In progress

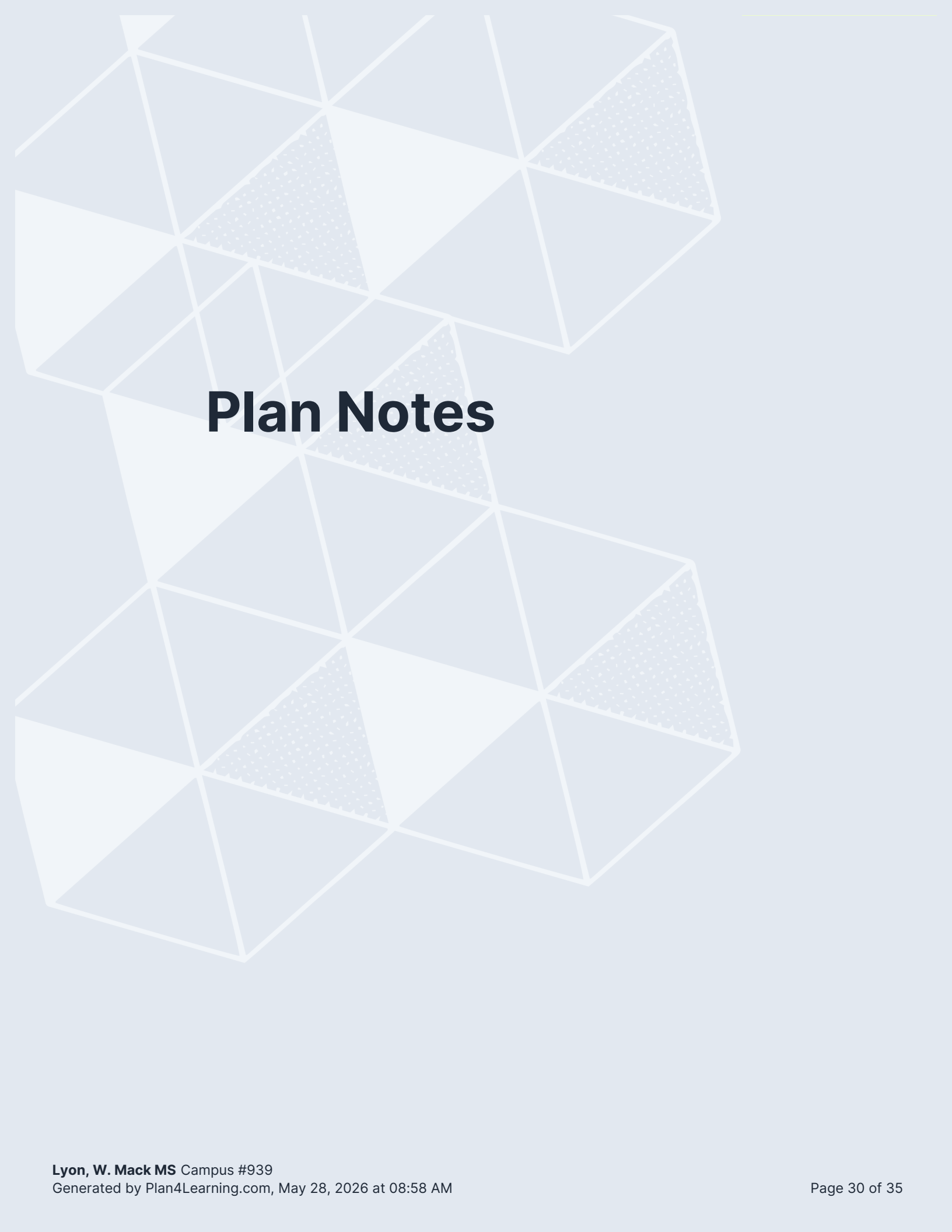
February

 Continue

June

SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement	Root Cause
1 Panorama survey results indicate that a significant portion of students at Lyon MS do not feel a strong sense of belonging. In Fall 2024, only 40% of students reported feeling a strong sense of belonging. While there is a slight improvement over the year, rising to 45% in Winter and 47% in Spring. The majority of students still do not feel meaningfully connected to their school community. This ongoing trend suggests the need for intentional, schoolwide efforts to strengthen relationships, promote inclusivity, and create a more supportive and engaging environment for all students.	Middle school students often experience a lack of meaningful connection to adults at school because the school does not consistently provide structured opportunities for students to build trusting relationships with staff through advisory, mentoring, or inter-based engagement. During this developmental stage, students benefit from intentional interactions with caring adults to help them feel seen, supported, and guided through academic and personal challenges



Plan Notes

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$5,053,861	Administration, licensed, and support staff salaries, and Instructional supplies	Goals 1,2,& 3
At-Risk Weighted Allocation	\$79,901.38	Targeted interventions for students with academic deficiencies	Goals 1,2, & 3
EL Weighted Allocation	\$19,004.81	Targeted interventions to enhance language acquisition	Goals 1,2,& 3
General Carry Forward	\$172,527.72	Staff and supplies	Goals 1,2,& 3
At-Risk Weighted Carry Forward	\$		
EL Weighted Carry Forward	\$3,208.18	Staff and supplies	Goals 1,2, & 3
Title IA	\$		



Teams

Teams

School Continuous Improvement Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
September 17, 2025 @ 1:45 PM	Lyon MS- Front Conference Room	doc03082620250930123956.pdf	SOT Agenda 9_17_25.pdf
May 14, 2025 @ 1:45 PM	Lyon MS	doc03082720250930124008.pdf	_SOT AGENDA 5_14_25 (1).pdf

Members

First Name	Last Name	Position	Committee Role
Wyatt	Eide	Student	Student
Jeanna	Mortensen	Teacher	Teacher
Judd	Asay	Parent	Parent
Jamie	Dalley	Parent	Parent
Derek	Campbell	Parent	Parent
Jamie	Burt	Parent	Parent
Natalie	Bennion	Banker	Paraprofessional
Dennis	Jarrel	Teacher	Teacher
Amy	May	School Counselor	School Counselor
Kimberly	Bunker	Assistant Principal	Assistant Principal
Aimee	Lewis	Principal	Principal



Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	09/17/25	School Improvement Plan Discussion