

Nye County School District



2026-2027 District Improvement Plan

Mission Statement

Learning-Focused

Vision

All staff and students learning at high levels.

Table of Contents

Comprehensive Needs Assessment	4
Student Success	5
Connectedness	7
Priority Problem Statements	9
Data Documentation for CNA	11
Student Success	12
Adult Learning Culture	12
Inquiry Areas	13
Inquiry Area 1 : Student Success	14
Inquiry Area 2 : Connectedness	18
Inquiry Area 3 : Adult Learning Culture	21
Funding Summary	23
Title 1	24
NV Ready PreK	24
Carl Perkins	24
CTE State Allocated	24
GEAR UP	25
McKinney-Vento	25
School Improvement Title I-1003a	25
Title III-LEP	25
SAPP	25
Title IIA	26
RPDP	26
Title 1 Migrant	26
IDEA Spec ED Local Plan	26
Early Childhood flow through Spec Ed	26
Nevada Ready! State PreK	27
Rural Low Income Schools	27
Title IVA	27
AB400 ECILP #1	27
AB400 ECILP #2	27
Special Education PIP	28
Addendums	29



Comprehensive Needs Assessment

Student Success

Areas of Strength

The 24/25 school year ended with an increase of 6.1% in the graduation rate, a reduction in chronic absenteeism by 1.1%

The Nevada Report Card showed that Middle School ELA Proficiency increased by 4.2%, and HS Math Proficiency increased by 5.4%.

Areas for Growth

The Nevada Report Card showed decreases in ES and HS ELA Proficiency rates and in ES and MS math proficiency rates.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Embedding strong instruction into their everyday classes	District will provide PD on instructional strategies for EL students.
Foster/Homeless	Lack of wraparound services.	Social workers to help students and families find services.
Free and Reduced Lunch	Food insecurity.	Free and reduced lunch for all, meals over the summer, weekend meals.
Migrant/Title1-C Eligible	Inability to communicate with families.	Parent liaisons/translators will help increase communication.
Racial/Ethnic Minorities	Inability to communicate with families	Parent liaisons/translators available to support families.
Students with IEPs	Increase oversight by SESS of IEPs to ensure that all are written correctly with the student's best interests in mind.	Ongoing professional development.

Problem Statements Identifying Student Success Needs

Problem Statement	Critical Root Cause
1 ★ Teachers meet in regularly scheduled team meetings and primarily focus on information delivery, not data-focused collaboration.	The district lacks a standardized data-analysis protocol and formal training for teams on how to translate student data into actionable instructional steps.
2 Standards-based data is used inconsistently to modify instruction and meet student needs.	A lack of data literacy throughout the district and a failure to utilize collaborative team meetings to change instructional patterns.

★ = Priority

Connectedness

Areas of Strength

According to the school culture and climate surveys, the district maintained a 69/100 which is a favorable outcome.

Areas for Growth

The district continues to lag behind state averages in all measured areas.

Problem Statements Identifying Connectedness Needs

Problem Statement	Critical Root Cause
1 For the 2024/25 school year, the district's chronic absenteeism rate is 27.2%, which exceeds the Nevada state average of 26.6%	Students report feeling disengaged, physically or emotionally unsafe, and disconnected from school staff. Many students do not see a clear connection between school and their future.
2★ Staff perceptions of family engagement and student relationship scores decline sharply at the high school level. 53% of high school staff disagree that the school effectively recruits family volunteers, contributing to relationship scores that trail the state average by 38 points.	The district lacks a level-specific framework to sustain relationship building as students transition to secondary education. Communication models are primarily reactive rather than proactive.
3★ District-wide "Emotional Safety" scores for Other Support Staff are currently at low levels (e.g., 350 in elementary) compared to the state's "Excellent" threshold of 367.	High school parents and certain staff groups do not feel as connected to the school environment as those at the elementary level, impacting the overall sense of safety and belonging

★ = Priority



Priority Problem Statements

Problem Statement

Critical Root Cause

1
★

Teachers meet in regularly scheduled team meetings and primarily focus on information delivery, not data-focused collaboration.

The district lacks a standardized data-analysis protocol and formal training for teams on how to translate student data into actionable instructional steps.

2
★

District-wide "Emotional Safety" scores for Other Support Staff are currently at low levels (e.g., 350 in elementary) compared to the state's "Excellent" threshold of 367.

High school parents and certain staff groups do not feel as connected to the school environment as those at the elementary level, impacting the overall sense of safety and belonging

3
★

Staff perceptions of family engagement and student relationship scores decline sharply at the high school level. 53% of high school staff disagree that the school effectively recruits family volunteers, contributing to relationship scores that trail the state average by 38 points.

The district lacks a level-specific framework to sustain relationship building as students transition to secondary education. Communication models are primarily reactive rather than proactive.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- ☒ CCR Participation data
- ☒ College and career readiness data
- ☒ Credit Sufficiency/Deficiency/Retrieval data
- ☒ Criterion-Referenced Test in Mathematics
- ☒ Criterion-Referenced Test in Science
- ☒ Curriculum Based Measures
- ☒ Graduation rates/GED/HiSET data
- ☒ Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- ☒ MAP Growth Assessment
- ☒ SAT, ACT, PSAT or ASPIRE
- ☒ Smarter Balanced (SBAC)
- ☒ WIDA ACCESS for ELLs

Adult Learning Culture

- ☒ Coaching Logs
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ Professional learning communities (PLC) data/agenda/notes



Inquiry Areas

Inquiry Area 1

Student Success

SMART Goal 1

By the end of the 2026/27 school year, the percentage of students proficient in ELA will increase by 5% across grades 3-8 (from 33.75% to 38.75% on SBAC) and grade 11 (27.6% to 32.6% on ACT) to narrow the gap between district performance and the Nevada state average. The percentage of students proficient in Mathematics will increase by 5% in grades 3-8 and by 4% in grade 11 (from 12.0% to 16.0%), as measured by the SBAC and ACT assessments.

State Priorities: Implementing reading & math resources, Literacy in K-3, Math in 4-8, CCR in secondary

Improvement Strategy 1

Use frequent formative assessments and standards-based assessment tracking to determine progress made on student mastery of essential standards.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide professional development for staff on the pyramid of knowledge, critical concepts, and the model of instruction to strengthen tier one instruction.	Curriculum and Instruction	26-27	

Resources Needed: Professional development days and student data collection tool.

Evidence Level

Problem Statements: Connectedness 3

Resources and Funding Needed: Access to PD for learning coordinators/Curriculum & Instruction for continued growth. RPDP,

Status Checks

November

January

March

June

SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

3

District-wide "Emotional Safety" scores for Other Support Staff are currently at low levels (e.g., 350 in elementary) compared to the state's "Excellent" threshold of 367.

High school parents and certain staff groups do not feel as connected to the school environment as those at the elementary level, impacting the overall sense of safety and belonging

SMART Goal 2

Improve the proficiency rate of students with disabilities (SWD) district-wide between 3%-5% in Math, ELA, and Science as measured by the SBAC and Science state assessments.

State Priorities: Implementing reading & math resources, Literacy in K-3, Math in 4-8

Improvement Strategy 1

Utilize data from diagnostic assessments to pinpoint prerequisite skill gaps and integrate special education staff into the core PLC cycle to deliver Specially Designed Instruction (SDI) using standards-based assessment tracking.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	At the beginning of the year, administer diagnostic assessments to pinpoint specific skill gaps in math and ELA.	Admin, case manager.	26-27 school year.	
2	Collaborative teams of general education and special education teachers that meet for co-planning during PLC time.	Admin	26-27 school year.	

Resources Needed: Low-stakes diagnostic assessments, data dashboards, and collaborative team walkthrough forms.

Evidence Level

Problem Statements: Student Success 1 - Instructional Practices and Supports 2

Status Checks

November

January

March

June

SMART Goal 2 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

Teachers meet in regularly scheduled team meetings and primarily focus on information delivery, not data-focused collaboration.

The district lacks a standardized data-analysis protocol and formal training for teams on how to translate student data into actionable instructional steps.

SMART Goal 2 Problem Statements Identifying Instructional Practices and Supports

Problem Statement

Root Cause

2

Teachers meet in regularly scheduled team meetings and primarily focus on information delivery, not data-focused collaboration.

The district lacks a standardized data-analysis protocol and formal training for teams on how to translate student data into actionable instructional steps.

SMART Goal 3

Improve the growth rate of EL students as indicated by the WIDA assessment by 10%.

State Priorities: Implementing reading & math resources, Literacy in K-3, Innovation

Improvement Strategy 1

Schools will work with the district EL learning coordinator and instructional coaches to enhance their strategies in the classroom.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Instructional coaches will receive monthly PD through the EL learning coordinator.	EL	Monthly during the 26/27 school year.	
2	Instructional coaches will create student portfolios to track academic progress of students.	C&I staff, coaches	26/27 school year.	

Resources Needed: Professional development on strategies, student portfolios.

Problem Statements: Connectedness 3

Status Checks

November

January

March

June

SMART Goal 3 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

3

District-wide "Emotional Safety" scores for Other Support Staff are currently at low levels (e.g., 350 in elementary) compared to the state's "Excellent" threshold of 367.

High school parents and certain staff groups do not feel as connected to the school environment as those at the elementary level, impacting the overall sense of safety and belonging

Inquiry Area

2

Connectedness

SMART Goal 1

By the end of the 2026-2027 school year, student-adult relationship scores at major secondary sites (Rosemary Clarke MS, Round Mountain MS, and Pahrump Valley HS) will increase by at least 15 points to move from the 'Needs Improvement' range into the 'Adequate' range.

State Priorities: Implementing reading & math resources, Literacy in K-3, Math in 4-8, CCR in secondary, Innovation

Improvement Strategy 1

Implement level-specific "Connection Routines" and quarterly feedback sessions, surveying students three times per year to identify and address areas of disengagement.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Survey students in September, January, and April to learn about their perspectives.	School Administrator	3x per year	

Resources Needed: Google forms to administer climate surveys.

Evidence Level

Problem Statements: Connectedness 3

Status Checks

November

January

March

June

SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

3

District-wide "Emotional Safety" scores for Other Support Staff are currently at low levels (e.g., 350 in elementary) compared to the state's "Excellent" threshold of 367.

High school parents and certain staff groups do not feel as connected to the school environment as those at the elementary level, impacting the overall sense of safety and belonging

SMART Goal 2

By the end of the 2026-2027 school year, the district will reduce the chronic absenteeism rate from 27.2% to 25.0%, effectively performing below the current Nevada state average of 26.6%.

State Priorities: Implementing reading & math resources, Literacy in K-3, Math in 4-8, CCR in secondary, Innovation

Improvement Strategy 1

By the end of the 2026-2027 school year, 75% of teachers will implement high leverage strategies in the classroom to build positive relationships with students, create inclusive classroom environments, and support students' social-emotional needs.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	By the end of the 2026-2027 school year, all staff will receive professional development on high leverage strategies such as structured student discourse, formative checks for understanding, and timely specific feedback.	Curriculum & Instruction, Instructional Coaches	2026-2027	

Resources Needed: Professional development on high leverage strategies, walkthrough forms.

Problem Statements: Connectedness 2

Status Checks

November

January

March

June

SMART Goal 2 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

2

Staff perceptions of family engagement and student relationship scores decline sharply at the high school level. 53% of high school staff disagree that the school effectively recruits family volunteers, contributing to relationship scores that trail the state average by 38 points.

The district lacks a level-specific framework to sustain relationship building as students transition to secondary education. Communication models are primarily reactive rather than proactive.

Inquiry Area

3

Adult Learning Culture

SMART Goal 1

By the end of the 2026-2027 school year, 75% of PLC teams will consistently transition from administrative meetings to data-informed planning by regularly reviewing student data (from exit tickets, quizzes, or assignments) during their meetings to identify misconceptions and document specific instructional changes on their common agenda.

State Priorities: Implementing reading & math resources, Literacy in K-3, Math in 4-8, CCR in secondary

Improvement Strategy 1

Teachers utilize a standardized district-wide PLC protocol that transitions meetings from "information delivery" to "collaborative inquiry".

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Collaborative teams will use a common agenda to track the teaching and learning cycle and make instructional adjustments using data from CFAs.	Administration	26-27 school year	
2	Teams will be progress monitored via a collaborative team walkthrough form on a monthly basis.	Administration, Curriculum & Instruction	26-27 school year	

Resources Needed: Common PLC agenda, walkthrough forms for data collection.

Evidence Level

Problem Statements: Student Success 1 - Instructional Practices and Supports 2

Status Checks

November

January

March

June

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Teachers meet in regularly scheduled team meetings and primarily focus on information delivery, not data-focused collaboration.	The district lacks a standardized data-analysis protocol and formal training for teams on how to translate student data into actionable instructional steps.

SMART Goal 1 Problem Statements Identifying Instructional Practices and Supports

	Problem Statement	Root Cause
2	Teachers meet in regularly scheduled team meetings and primarily focus on information delivery, not data-focused collaboration.	The district lacks a standardized data-analysis protocol and formal training for teams on how to translate student data into actionable instructional steps.



Funding Summary

Funding Summary

Title 1

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,762,703.29
+/- Difference					\$1,762,703.29

NV Ready PreK

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,513,800.00
+/- Difference					\$1,513,800.00

Carl Perkins

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$94,929.00
+/- Difference					\$94,929.00

CTE State Allocated

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$82,178.00
+/- Difference					\$82,178.00

GEAR UP

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$389,000.00
+/- Difference					\$389,000.00

McKinney-Vento

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$50,000.00
+/- Difference					\$50,000.00

School Improvement Title I-1003a

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$65,000.00
+/- Difference					\$65,000.00

Title III-LEP

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$46,385.18
+/- Difference					\$46,385.18

SAPP

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,000.00
+/- Difference					\$8,000.00

Title IIA

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$310,380.18
+/- Difference					\$310,380.18

RPDP

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Access to PD for learning coordinators/ Curriculum & Instruction for continued growth.	--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$200,000.00
+/- Difference					\$200,000.00

Title 1 Migrant

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,600.00
+/- Difference					\$4,600.00

IDEA Spec ED Local Plan

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,150,000.00
+/- Difference					\$1,150,000.00

Early Childhood flow through Spec Ed

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$37,800.00
+/- Difference					\$37,800.00

Nevada Ready! State PreK

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,513,800.00
+/- Difference					\$1,513,800.00

Rural Low Income Schools

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$209,519.00
+/- Difference					\$209,519.00

Title IVA

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$143,787.04
+/- Difference					\$143,787.04

AB400 ECILP #1

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$546,650.00
+/- Difference					\$546,650.00

AB400 ECILP #2

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,332,519.00
+/- Difference					\$1,332,519.00

Special Education PIP

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$75,000.00
+/- Difference					\$75,000.00

READ BY GRADE 3 LOCAL LITERACY PLAN FOR 2026-2027/2027-2028 SCHOOL YEARS

LOCAL PROGRAM CONTACT SECTION

School District or Charter Organization		Date:	
Number of Sites Being Served:		Grade Spans:	
Read by Grade 3 Program Lead Information			
Name:		Title:	
Phone Number:		Email Address:	

List the names and titles of the members of your Local Literacy Plan Team:

Name:	Title:

CHARTER ORGANIZATIONS ONLY: Who is your sponsor (SPCSA, District, etc.)?

--

I. Identification, Intervention, and Intensive Instruction

Statutory Requirement *NRS 388.157.1 (a:)* The Local Literacy Plan must include a program to provide intervention and intensive instruction for pupils identified as deficient in reading.

Student Identification

How does the Local Education Agency (LEA) identify elementary students who are deficient in reading?

Intervention Program Design & Delivery

How does the LEA provide targeted, evidence-based reading interventions aligned to student needs?

Frequency and duration of small-group or intensive instruction:

Describe how reading interventions are provided for the following: Phonological/Phonemic Awareness, Decoding and Word Reading, Reading Fluency, Vocabulary Development, Reading Comprehension.

II. Assessment Procedures

Statutory Requirement *NRS 388.157.1(b)*: Procedures for assessing reading proficiency using valid, reliable, State Board–approved assessments.

Assessment training and administration procedures.

Grade Level	State Approved Assessment Tool
Kindergarten	
First Grade	
Second Grade	
Third Grade	
Fourth Grade	
Fifth Grade	

III. English Learner (EL) Literacy Program

Statutory Requirement *NRS 388.157.1(c)*: A specific program to improve the reading proficiency of pupils who are English learners.

What is the LEA's plan to improve reading proficiency among students who are English learners?

IV. Literacy Specialists & Teacher Collaboration

Statutory Requirement *(NRS 388.157.1(d))*: Procedures to facilitate collaboration between licensed literacy specialists and classroom teachers.

What procedures does the LEA use to ensure collaboration between licensed literacy specialists and classroom teachers?