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GUIDANCE MEMORANDUM 25-14

TO: All Local Education Agencies

FROM: Dr. Victor Wakefield, Superintendent of Public Instruction

DATE: November 7, 2025

SUBJECT: Updates Regarding School, District, and Board Improvement Plans

BACKGROUND

The 83rd (2025) Session of the Nevada Legislature concluded on June 2, 2025. This memorandum serves to inform local education agencies (LEAs) of changes made by Senate Bill (SB) 81, SB460 and Assembly Bill (AB) 335 regarding school, district, and board performance and improvement plans.

OVERVIEW OF CHANGES TO SCHOOL, DISTRICT, AND BOARD PERFORMANCE AND IMPROVEMENT PLANNING

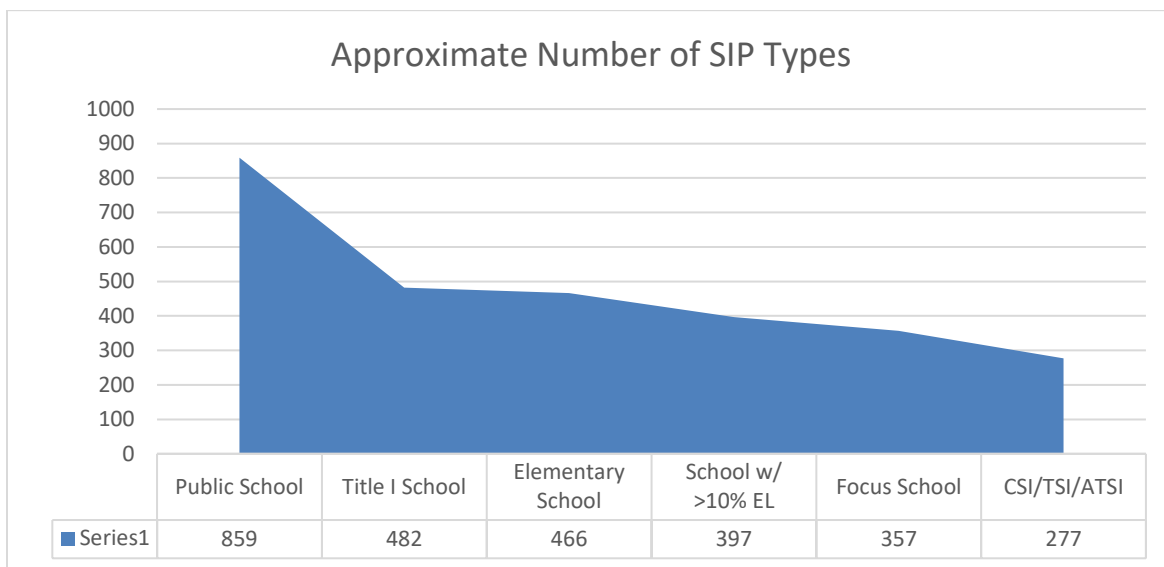
School Performance and Improvement Plans

Under the Every Student Succeeds Act (ESSA) and provisions within the Elementary and Secondary Education Act (ESEA), the U.S. Department of Education (USED) requires that Nevada identify the lowest performing 5% of Title I, Part A schools through the statewide system of accountability in order to provide targeted supports and improvement. These schools are identified as CSI (Comprehensive Support and Improvement), TSI (Targeted Support and Improvement), and ATSI (Additional Targeted Support and Improvement). Each of the schools identified as CSI/TSI/ATSI must develop a school performance and improvement plan (interchangeably referred to as an SPP or SIP), with differing plan requirements based on the designation of the school. These plans are meant to provide schools with a clear plan for continuous improvement supported by data-based decision making and evidence-based practices for student growth and achievement.

Existing state law, Nevada Revised Statute (NRS) 385A.650 further requires that *every* public school, to include charter schools, develop a school improvement plan (SIP) and submit to the Nevada Department of Education (Department) no later than August 15 of each year.

SB81 Sec 2 requires that SIPs be informed by the results of educator surveys (see Guidance Memo 25-08) as part of their data-informed decision making. AB335 Sec 2 expands school community engagement and consultation to include the school-designated English learner (EL) administrator, in addition to requirements that the plan evaluate school climate and include methods for closing gaps in achievement between different demographic groups, and, if at least 10% of students enrolled in the school are EL, requires that the plan focus on closing achievement gaps between EL and non-EL students.

SB460, Sec 1.3 introduced the requirement that all elementary schools develop, as part of the SIP, a 3-year plan to advance the academic achievement of pupils; intermediary goals to be met each school year; and an implementation plan to hire high-quality educators, provide programs of remedial study, and improve student proficiency in English, math, and science. SB460 Sec 14.25 further requires that if a school is designated as a low-performing school, that the school submit to the Department a revised SIP that includes specific achievement and performance targets to address the reason the school was designated as a Focus school, a timeline for implementing these changes, and a strategic plan of action. Finally, SB460 Sec 6.1 requires that information regarding SIPs be included in the annual report of accountability.



The Department will be working to update the Plan4Learning platform, in collaboration with existing working groups, to accommodate the revision of the SIP process and the development of new and/or revised addendums to meet new legislative requirements. This work would be completed throughout SY25-26, so that SIPs completed in SY26-27 are compliant with all new requirements.

District Performance and Improvement Plans

Similar to the SIP process, ESSA under the ESEA requires that all LEAs (school districts and sponsors of charter schools) receiving Title I funding complete a district performance plan, interchangeably referred to as a district performance or a district improvement plan (DIP). Furthermore, ESSA requires that the statewide accountability system include progress toward meeting long-term goals and measures of interim progress.

Under SB460, Sec 6.2, the Nevada District Performance Framework (NDPF) must include a method to rate each school district and sponsor of a charter school based on the achievement of district-wide or sponsor-wide performance targets. SB460 Sec 9.3 further requires that any district or charter sponsor designated as a Priority district must develop a DIP that identifies specific areas of academic, operational, and systemic deficiency that contributed to their designation (i.e., student achievement in reading, math, and science; disparities in equitable access, etc.), establish measurable benchmarks for improvement, outline strategies to meet those benchmarks, include clear timelines, and establish a system for ongoing evaluation and continuous improvement.

The Department is working to align efforts around district strategic plans, the NDPF, and DIP/SIP processes, along with the new requirements under SB460.

Board Improvement Plans

While SB460 introduced the concept of a Board Improvement Plan (BIP) should a district be placed on probation or in corrective action under specific parameters, the Department will not be contemplating the structure of such a plan until SY26-27 following the implementation of changes to the Statewide System of

Accountability and conforming changes to the SIP/DIP process. Please note that the earliest a district could be placed in probation requiring a BIP would be no earlier than SY27-28 pursuant to SB460, Sec 6.5.

ALIGNMENT WITH EXISTING INITIATIVES

Statewide System of Accountability

Guidance Memo 25-11, the Statewide System of Accountability contemplated next steps toward the development of the NDPF and possible revisions to the Nevada School Performance Framework (NSPF), a comprehensive evaluation of how Nevada collects and assesses student achievement data and its relationship to data-based decision making, multi-tiered systems of support, school and district strategies and improvement planning, and individualized and differentiated learning environments for students. Changes to the SIP/DIP process are similarly an opportunity to more closely evaluate the role and disposition of school and district improvement planning as part of a larger system driving meaningful outcomes and data points. While work related to the NSPF/NDPF and SIPs/DIPs will be led by different subject matter experts, these efforts must be closely aligned and coordinated to ensure holistic, comprehensive, and meaningful change across systems.

Statewide Plan for the Improvement of Pupils

State law requires the Department to develop both a Statewide Plan for the Improvement of Pupils (STIP) and a five-year strategic plan. The STIP identifies statewide initiatives and student achievement goals through a process informed by common school improvement priorities, which in turn guide district and school improvement plans. With amendments to the STIP process made under SB460 and the Legislature’s emphasis on evaluating Nevada’s education system as a whole, the Department is examining how the STIP functions within the broader context of the NSPF, NDPF, and district and school improvement planning efforts.

IMPLEMENTATION TIMELINE AND NEXT STEPS

The Department is in the process of procuring a contract to provide direct, district-level technical assistance and strategic support for the revision and development of district improvement plans. This support will help districts realign their DIPs to serve as meaningful, data-driven tools that reflect each district’s unique needs and strengths. Similar to the school improvement plan process, the revised requirements established under SB460 and related legislation will take effect in SY26-27.

<i>Date</i>	<i>Task</i>
<i>November 2025</i>	Convene Working Group to revise and amend SIP guidance and Plan4Learning templates.
<i>Spring 2026</i>	Contract procured to provide supports to districts regarding the strategic development of DIPs
<i>Fall 2026</i>	Alignment between NDPF and DIPs; updated SIP templates and guidance available for development in SY26-27 for SY27-28.
<i>Spring 2027</i>	DIPs developed for SY27-28

CONCLUSION

If you have any questions regarding this guidance, please reach out to Dr. Jess DeLallo at jessica.dellalo@doe.nv.gov.

cc: Lisa Ford, Interim Deputy Superintendent, Student Achievement Division