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GUIDANCE MEMORANDUM 26-09

TO: School District Superintendents
Charter School Sponsors, Management Organizations, and Executive Directors

FROM: Dr. Victor Wakefield, Superintendent of Public Instruction 

DATE: April 2, 2026

SUBJECT: School and District Improvement Plan Submissions and Addendums

BACKGROUND

Pursuant to information provided in Guidance Memorandum 25-14, Updates Regarding School, District, and Board Improvement Plans, this memo serves to provide additional guidance regarding submission of 2026-27 (SY26-27) School Improvement Plans (SIPs) and District Improvement Plans (DIPs), to include the integration of additional legislative reporting measures. SIPs and DIPs are required by both state and federal law, per NRS 385A.650 and §1112-1114 of the Every Student Succeeds Act. This guidance is intended to support high-quality, aligned, and sustainable improvement planning compliant with both state and federal requirements.

SUBMISSION OF PLANS

The Nevada Department of Education (Department) utilizes the Plan4Learning platform for the creation and submission of SIPs and DIPs, which must include ongoing, data-driven planning to improve student achievement, promote equitable outcomes, and guide continuous improvement. Plan4Learning is open and available to local education agencies (LEAs) to begin reviewing performance data, engaging stakeholders, aligning priorities, refining strategies, and building their plans.

DIPs are due April 15, 2026, for School Year 2026-27 (SY26-27). The Department anticipates further updates regarding DIPs and their alignment to the developing Nevada District Performance Framework, along with alignment strategies for the emerging SY26-27 Department priorities and Statewide Plan for the Improvement of Pupils and streamlining and efficiency efforts for reporting requirements in the fall. The Department has identified a staggered approach for SY26-27 submissions in order to comply with new SIP provisions from the 2025 Legislative Session.

Educator Surveys – All School Improvement Plans – due August 15

Pursuant to Guidance Memorandum 25-08, Updates Regarding Nevada Educator Surveys, and Senate Bill 81 (SB81), school principals are responsible for working collaboratively with school employees to review and incorporate the results of these surveys into their SIPs. Specifically, schools should evaluate the effectiveness of current efforts to improve school climate, working conditions, and staff retention.

For SY26-27 SIPs, schools should use the [Staff School Climate Survey](#) results from SY25-26, by selecting “Survey Type > Staff”, “School Year > 2025-26”, “School District or Charter” and selecting the school-specific report, as well as results from the [Teacher Exit/Transfer Survey](#) as available for their district or charter school.

Closing Gaps – All School Improvement Plans – due August 15

Assembly Bill 335 (AB335) expanded State requirements related to achievement gaps; however, these requirements are mirrored in federal SIP requirements for federally designated schools. Specifically, AB335 requires that all schools, regardless of federal designation status, include in their plan methods to close gaps in achievement between different student demographic groups within the school, to include without limitation, English learners (ELs), students in foster care, and economically disadvantaged students. Principals shall consult with both school employees and the district English Learner administrator in the development of such plans. For the purposes of identifying economically disadvantaged students, the Department defines “economically disadvantaged” to mean students eligible for Title I direct certification, i.e., students who are in foster care, homeless, runaway, or migrant, or eligible for Head Start, Medicaid, SNAP, TANF, or FDPIR.

Three-Year Improvement Plan – All Elementary Schools – due February 28

In addition to the annual goals developed within the SIP, pursuant to SB460, Sec 1.3, all elementary schools must further develop a 3-year strategic plan to advance the academic achievement of pupils, with intermediary goals to be met after each school year within the 3-year strategy period, related to, and including plans for:

- Goals for pupil growth and improvement in pupil achievement and proficiency in the academic subjects of English language arts, mathematics and science, and a measurement of the number of pupils who have demonstrated progress towards proficiency or achieved proficiency in these subjects.
- Programs of remedial study in the subject areas of English language arts, mathematics, and science to pupils in grades 1-5, based on the results of criterion-referenced exams, Read by Grade 3 assessments, and any other exams or assessments conducted for the purpose of measuring the academic progress of pupils.
- Efforts to hire teachers who provide direct instructional services, supported by the results of educator surveys.

The Department shall provide guidance regarding the development of these plans, which will be incorporated into an addendum within the Plan4Learning system. Due to the added complexity, the Three-Year Elementary Addendum will be due with Status Check 2 on February 28, 2027.

English Learner Integration – Schools with $\geq 10\%$ English Learner Populations – due November 30

If a school has a population of English Learners greater than or equal to 10%, the primary goal of the SIP must focus on closing achievement gaps between ELs and students proficient in English. This goal must further include attainable quantitative goals for improvement in the achievement of pupils who are designated newcomer ELs, short-term ELs, and long-term ELs. These goals must include clear timelines for achievement, specific actions to implement improvement, and a plan to monitor implementation.

The Department is currently working to develop regulations defining newcomer, short-term, and long-term ELs for the purposes of this requirement. Alongside these definitions, the Department shall work with LEAs to develop guidance on how to close these achievement gaps; this guidance will be incorporated into an addendum within the Plan4Learning system. Due to the added complexity, the EL Addendum will be due with Status Check 1 on November 30, 2026. For the purposes of developing such plans, the Department defines “attainable quantitative goals” to mean specific, measurable, achievable, relevant, and time-bound ([SMART Goals](#)).

NEXT STEPS

The Department anticipates gathering working groups to develop guidance and addendums within Plan4Learning in April and hosting a regulatory hearing for the EL definitions in May. Regular technical assistance on SIPs and DIPs is available to LEAs through the Nevada Department of Education School Improvement Team. LEAs interested in participating in working groups or with questions regarding this guidance should reach out to Dr. Jessica DeLallo at jessica.delallo@doe.nv.gov.