Lyon County School District

Yerington Intermediate School

2025-2026 School Improvement Plan

Classification: 2 Star School

Title I

Mission Statement

Yerington Intermediate School fosters a safe, mindful, and productive learning environment where every student builds the skills to be a lifelong learner, develops strong connections with others, and takes ownership of their learning journey through perseverance, communication, and discovery.

Vision

Yerington Intermediate School empowers students in grades 5 through 8 to grow as connected, capable, and confident individuals who are prepared for success in high school and beyond — academically, socially, and emotionally.

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 school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (Add a link to the school's School Rating Report.)

Table of Contents

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Yerington Intermediate School: Student Success Summary/ Areas of Strength (2025–2026)

Overview

Yerington Intermediate School (YIS) has continued to build on the momentum of previous years, showing strong growth in student academic performance and social-emotional learning (SEL). With a focus on targeted interventions, professional development, and a comprehensive SEL curriculum, YIS has successfully advanced student engagement, achievement, and well-being. The 2025–2026 School Performance Plan (SPP) continues this work with deeper integration of data-driven instruction, continuous improvement, and holistic development of all learners.

Academic Achievement

During the 2024–2025 school year, YIS saw sustained improvement in standardized test scores for both ELA and Mathematics. This success was fueled by:

- Continued use of targeted interventions such as PRIDE Fridays and after-school tutoring, offering additional academic support for students who need it most.

- Ongoing implementation of the iReady Math Curriculum, enabling personalized learning and measurable academic gains.

- A sustained school-wide commitment to data-driven instruction, using formative assessments to identify learning gaps and inform personalized instructional strategies.

Thanks to these efforts, YIS continued to meet or exceed district averages in several areas, with noticeable growth in the percentage of students reaching their projected MAP growth goals. For 2025–2026, YIS is setting its sights even higher—aiming for 80% of students to meet their growth targets in both ELA and Math, and for 97% to demonstrate measurable progress.

Social-Emotional Learning (SEL)

The 2024–2025 school year further solidified YIS's commitment to social-emotional development. All teachers consistently delivered SEL lessons, helping students strengthen critical life skills including self-regulation, empathy, and resilience. The result has been a more focused and positive school climate, reduced behavioral incidents, and greater academic engagement.

For 2025–2026, YIS will deepen SEL integration by:

- Monitoring and analyzing the impact of SEL on academic and behavioral outcomes.

- Expanding SEL efforts to include family and community partnerships, encouraging consistent support at home and school.

Focus Areas for 2025–2026

Data-Driven Instruction and Targeted Interventions

YIS will continue refining how student data is used to drive instruction and interventions. Quarterly data reviews and individualized support will remain a cornerstone of PRIDE Fridays and after-school tutoring.

Differentiated Instruction

Teachers will expand their use of differentiated strategies to meet the diverse learning needs of all students—those needing remediation as well as those ready for enrichment.

Family and Community Engagement

YIS will increase efforts to engage families in both academic and SEL learning. Family nights, workshops, and consistent communication will build strong partnerships between home and school.

Growth Targets for Underperforming Subgroups

Focused support will be provided to English Learners, students with IEPs, and economically disadvantaged students to close achievement gaps and ensure consistent academic growth.

Looking Ahead

Yerington Intermediate School remains committed to supporting every student's academic and emotional growth. Our focus on cultivating a **mindful**, **productive**, and **safe** learning environment is central to our mission. With dedicated staff, involved families, and a strong community spirit, YIS is determined to ensure that all students thrive.

Student Success Strengths

- **Strong Academic Growth in Core Subjects**
  Students continue to show measurable progress in ELA and Math, especially in areas where interventions and support systems are in place.

- **Improved Behavior and Accountability**
  PBIS systems and Think Sheets promote student reflection, improved behavior, and accountability, fostering a safer and more respectful learning environment.

- **High Levels of Engagement in Extracurricular Activities**
  Participation in sports, arts, and clubs remains strong. These opportunities support academic success and help build confidence and leadership.

- **Growth in Social-Emotional Skills**
  SEL-focused lessons have helped students develop skills such as emotional regulation and conflict resolution, contributing to a healthier school culture.

- **Positive Attendance Trends**
  Attendance continues to improve, with students showing increased commitment to their education and understanding the value of being present.

- **Success with Project-Based Learning**
  PBL continues to be a strength, allowing students to apply their knowledge in real-world scenarios that require collaboration, problem-solving, and critical thinking.

- **Resilience and Adaptability**
  Students demonstrate adaptability to changing environments and instructional approaches, showing perseverance and a growth mindset across challenges.

Student Success Areas for Growth

Student Success Areas for Growth

Despite significant academic and behavioral improvements, Yerington Intermediate School remains committed to ongoing reflection and growth. The following areas have been identified as opportunities for further development to support student achievement and overall school improvement:

Closing Achievement Gaps for Subgroups

While overall academic performance continues to rise, disparities persist among English Learners, students with Individualized Education Programs (IEPs), and economically disadvantaged students. YIS will:

- Implement targeted small-group instruction and interventions tailored to the needs of these subgroups.

- Provide ongoing professional development for teachers focused on differentiated instruction and culturally responsive practices.

- Increase access to academic supports such as in-class accommodations, co-teaching models, and peer tutoring.

Enhancing Academic Rigor and Engagement

Some students are not yet fully challenged or engaged in core academic areas. To foster deeper learning and higher-order thinking skills, YIS will:

- Strengthen implementation of project-based learning to increase academic rigor and real-world application.

- Integrate enrichment opportunities into regular classroom instruction to stretch high-achieving students.

- Provide coaching and planning time for teachers to align instruction with more rigorous standards and student interests.

Consistency in Behavior Expectations and Tiered Supports

Although PBIS and Think Sheets are widely used, there is a need for increased consistency in behavioral expectations, documentation, and follow-up across classrooms and grade levels. YIS will:

- Ensure all staff receive refresher training on PBIS protocols and the use of Think Sheets.

- Monitor fidelity of behavior intervention implementation through classroom walkthroughs and behavior data.

- Strengthen Tier 2 and Tier 3 behavioral supports for students who require more intensive interventions.

Student-Led Goal Setting and Ownership

YIS encourages student ownership, but further emphasis is needed on student-led goal setting and monitoring. To support this, YIS will:

- Introduce regular student conferences focused on personal and academic goals.

- Embed reflection and progress-monitoring routines into weekly PRIDE time.

- Expand the use of digital portfolios or goal tracking tools to help students visualize their growth.

Increasing Parent and Guardian Involvement

While family engagement has improved, more consistent and meaningful collaboration with families—especially those of underperforming students—is needed. YIS will:

- Develop new ways for families to participate in their child's learning, including flexible meeting times, virtual options, and home learning resources.

- Strengthen communication about academic expectations, student progress, and SEL development.

- Expand the role of the Title I Parent Advisory Committee to co-design events and supports that reflect family priorities.

Support for Attendance and Chronic Absenteeism

Although overall attendance has improved, chronic absenteeism continues to impact a subset of students. To address this, YIS will:

- Use attendance data to identify trends and target supports for students at risk.

- Partner with families and community resources to address barriers such as transportation, health, and housing.

- Implement positive attendance campaigns and incentives through the PBIS Rewards system to celebrate consistent attendance.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Limited academic vocabulary and language proficiency affect performance in content areas.	Implement daily designated English Language Development instruction and scaffolded content support within core subjects.
Foster/Homeless	High mobility and inconsistent access to school supplies, technology, and routines.	Partner with local agencies to provide wraparound services, offer school-based counseling, and maintain a consistent point-of-contact staff member.
Free and Reduced Lunch	Economic hardship impacts readiness to learn (e.g., hunger, lack of school materials).	Use Title I funds to provide school supplies, snacks, and access to academic support programs like after-school tutoring and PRIDE Fridays.
Migrant/Title1-C Eligible	Irregular attendance and gaps in education due to seasonal work and relocation.	Coordinate with the district Migrant Ed Liaison to provide flexible instructional supports and parent engagement opportunities that accommodate family schedules
Racial/Ethnic Minorities	Cultural disconnects and underrepresentation in leadership and enrichment programs.	Increase cultural representation in curriculum, celebrate diverse cultural heritage, and recruit diverse student voices for leadership roles and clubs.
Students with IEPs	Need for individualized supports to access grade-level curriculum effectively.	Strengthen inclusive practices through co-teaching, provide ongoing training in differentiation, and ensure timely implementation of IEP accommodations.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Despite overall academic growth, a significant percentage of underperforming student subgroups--such as English Learners, students with IEPs, and economically disadvantaged students--are not meeting grade-level proficiency in ELA and Math.
Critical Root Cause: Inconsistent differentiation and limited access to targeted interventions have made it difficult to address diverse learning needs effectively across all content areas.

Problem Statement 2 (Prioritized): Many students, especially in earlier grades (5-8), have limited exposure to local career pathways or opportunities to explore interests before transitioning to high school.

Critical Root Cause: Historically, work-based learning efforts have focused primarily on high school students, with fewer structured career exploration activities embedded in intermediate/middle school programming.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Adult Learning Culture Strengths

YIS benefits from a committed and collaborative staff that models the values of lifelong learning and shared leadership. The following strengths are foundational to our school's culture of continuous improvement:

Collaborative and Supportive Staff Culture

Teachers and staff at YIS demonstrate a strong sense of unity and shared purpose, supporting one another through teamwork and open communication. This culture fosters resilience, innovation, and a solutions-focused mindset.

Dedication to Professional Growth

Staff consistently engage in professional development opportunities, including voluntary after-school trainings, book studies, and external workshops. This dedication supports the implementation of new strategies aligned to school goals.

Alignment to Core Values and Mission

YIS staff embody the PBIS traits of being Mindful, Productive, and Safe. These values guide both student instruction and adult decision-making, creating a consistent and purpose-driven school environment.

Responsiveness to Coaching and Feedback

Teachers and staff actively seek feedback from peers, instructional coaches, and administrators. They are open to reflection and demonstrate a growth mindset in refining their instructional and behavioral practices.

Adult Learning Culture Areas for Growth

Adult Learning Culture Areas for Growth

Yerington Intermediate School (YIS) recognizes that a strong adult learning culture is essential to student success. While many supports are in place, the following growth areas have been identified to enhance teacher collaboration, professional development, and instructional impact:

Collaborative Planning and Vertical Alignment

Grade-level and content-area teams have limited opportunities to plan together in a structured and consistent way.

- **Solution:** Embed common planning times into the weekly schedule and implement monthly vertical team meetings to align instructional strategies, assessments, and

expectations across grade levels.

Data-Driven Instructional Practice

While data is collected regularly, there is inconsistency in how effectively it is analyzed and applied to drive instruction.

- **Solution:** Provide dedicated PLC time for deep dives into student data, paired with ongoing professional learning focused on using MAP, formative assessments, and progress monitoring to inform instruction.

Effective Use of Instructional Technology

Staff exhibit a range of proficiency levels when integrating digital tools for student engagement, differentiation, and assessment.

- **Solution:** Offer tiered technology PD, pairing beginner and advanced options, and build a peer-coaching model to support staff in applying tech tools purposefully in their instruction.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): While PLCs exist, there is inconsistency in how effectively data is analyzed and applied to instructional planning, leading to variability in instructional quality and student outcomes.
Critical Root Cause: Lack of structured protocols, ongoing training, and designated collaboration time has limited the depth and consistency of data-driven instructional practices among teaching staff.

Connectedness

Connectedness Areas of Strength

Connectedness Strengths

Yerington Intermediate School takes pride in its welcoming and inclusive environment. The school continues to build meaningful relationships that support academic and social success across all grade levels:

Strong Sense of Belonging Among Students

Students feel safe, welcomed, and accepted at school, supported by consistent PBIS expectations and a culture rooted in respect and mindfulness.

High Levels of Staff-Student Connection

Teachers and support staff maintain strong daily connections with students through proactive relationship-building, mentorship, and visibility throughout campus.

Community Partnerships and Involvement

YIS benefits from strong ties with local organizations, tribal leaders, and businesses, bringing real-world learning, cultural celebrations, and enrichment into the school community.

Inclusive School Culture

School-wide events, recognition systems like PBIS Rewards, and student-led celebrations promote school pride and create shared experiences that foster inclusion and connection.

Connectedness Areas for Growth

Connectedness Areas for Growth

Yerington Intermediate School is dedicated to strengthening the bonds between students, staff, and families to ensure every member of the school community feels valued and included. The following areas have been identified for growth as we continue to build a more connected and supportive school environment:

Consistent Relationships with Trusted Adults

Some students report that they do not have a consistent, trusted adult to connect with at school on a regular basis.

Engagement of Hard-to-Reach Families

Families of some high-needs students remain underrepresented in school events and communication efforts, limiting their involvement in student learning and school culture.

Student Voice in Decision-Making

Opportunities for students to share feedback or help shape school decisions and initiatives are limited, particularly outside of classroom settings.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers can limit participation in school events, peer relationships, and classroom discussions.	Provide bilingual staff support, translated materials, and create peer buddy systems to support social integration.
Foster/Homeless	**Frequent transitions and unstable housing reduce opportunities to build lasting school relationships.**	Assign consistent adult mentors or check-in staff and provide access to basic needs and school supplies through school-based supports.
Free and Reduced Lunch	Economic hardships may result in limited participation in extracurriculars, field trips, and other school experiences.	Offer fee waivers, scholarships, and targeted invitations to ensure all students can participate fully in school life.
Migrant/Title1-C Eligible	High mobility and irregular attendance disrupt continuity in peer and adult relationships.	Coordinate consistent outreach through the district Migrant Liaison and offer welcoming routines for returning students.
Racial/Ethnic Minorities	Cultural underrepresentation may contribute to feelings of isolation or exclusion from school identity.	Celebrate cultural diversity through schoolwide events, classroom lessons, and student leadership opportunities focused on inclusion.
Students with IEPs	Some students with disabilities may struggle to build peer relationships or feel included in general education settings.	Provide inclusive social opportunities, peer supports, and SEL instruction that promotes empathy and collaboration.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic absenteeism remains a challenge for a subset of students, impacting academic progress and overall engagement with school.
Critical Root Cause: Some students and families lack strong relational ties to the school, and early interventions are not always timely or sustained, limiting efforts to build a sense of belonging and accountability.

Priority Problem Statements

Problem Statement 1: Despite overall academic growth, a significant percentage of underperforming student subgroups--such as English Learners, students with IEPs, and economically disadvantaged students--are not meeting grade-level proficiency in ELA and Math.

Critical Root Cause 1: Inconsistent differentiation and limited access to targeted interventions have made it difficult to address diverse learning needs effectively across all content areas.

Problem Statement 1 Areas: Student Success

Problem Statement 2: While PLCs exist, there is inconsistency in how effectively data is analyzed and applied to instructional planning, leading to variability in instructional quality and student outcomes.

Critical Root Cause 2: Lack of structured protocols, ongoing training, and designated collaboration time has limited the depth and consistency of data-driven instructional practices among teaching staff.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Chronic absenteeism remains a challenge for a subset of students, impacting academic progress and overall engagement with school.

Critical Root Cause 3: Some students and families lack strong relational ties to the school, and early interventions are not always timely or sustained, limiting efforts to build a sense of belonging and accountability.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: Many students, especially in earlier grades (5-8), have limited exposure to local career pathways or opportunities to explore interests before transitioning to high school.

Critical Root Cause 4: Historically, work-based learning efforts have focused primarily on high school students, with fewer structured career exploration activities embedded in intermediate/middle school programming.

Problem Statement 4 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Credit Sufficiency/Deficiency/Retrieval data
- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Curriculum Based Measures
- Grades
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener

Adult Learning Culture

- Administrator evaluation
- Master schedule
- Professional Development Agendas
- School leadership data
- Student Climate Survey
- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Enrollment trends
- Gifted and talented data
- PBIS/MTSS data
- School safety data
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: 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
> District/ School Usage Reports
>
> **Aligns with District Goal**

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Improvement Strategy 1 To support Lyon County School District, Yerington Intermediate School will use data driven instruction, regularly analyzing data to identify student strengths and weaknesses to help teachers tailor instruction to address a student's individual needs.				**Status Check**		**EOY Reflection**
				Nov	**Jan**	**May**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	No review	No review	
1	Monthly Data Chats	Administration, MTSS Coordinator, CCRI, Teacher Leaders	Monthly			
2	District Wide Data Digs	Administration, Teacher Leaders	Fall, Winter, Spring			
3	ELA and MATH IReady Data Analysis	Administration	Fall, Winter, Spring			
Resources Needed: *Title I Schoolwide funds will be used to support all outlined SMART goals, strategies, and initiatives, including personnel, programs, and materials aligned to student achievement and schoolwide improvement. *Classroom Technology Upgrades (document cameras, elmos) i-Ready Reading and Math Assessment Suite i-Ready Math Curriculum HMH ELA Curriculum Study Sync ELA Curriculum Ongoing Professional Learning Time for Data Digs District MTSS meetings College and Career Readiness Interventionists (CCRI) **Evidence Level** Level 2: Moderate: Data Driven Instruction **Problem Statements/Critical Root Cause:** Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Despite overall academic growth, a significant percentage of underperforming student subgroups--such as English Learners, students with IEPs, and economically disadvantaged students--are not meeting grade-level proficiency in ELA and Math.   **Critical Root Cause**: Inconsistent differentiation and limited access to targeted interventions have made it difficult to address diverse learning needs effectively across all content areas.

Inquiry Area 1: Student Success

SMART Goal 2: 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: Quarterly WBL Activity Logs

Track the number of students participating in events, speakers, or field visits each quarter.

Student Interest & Reflection Surveys

Gather feedback before and after career events to assess impact and guide future planning.

Partnership Outreach Log

Record and review communication with businesses, tribal leaders, and postsecondary partners to ensure partnerships are growing.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Yerington Intermediate School will support Lyon County School District by increasing awareness and engagement of all stakeholders by expanding industry partnerships. Developing career awareness through portfolio creation in School Links.				**Status Check**		**EOY Reflection**
				Nov	**Jan**	**May**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	No review	No review	
1	Coordinate at least one schoolwide WBL event per semester (e.g., career day, guest speaker series, or local business visits).	CCRI, Administration, Teacher Leaders	Fall & Spring 2025-2026			
2	Integrate career exploration activities into advisory or PRIDE time, using School Links and other digital tools	CCRI, MTSS Coordinator, Teachers, Administration	September 2025 - May 2026			
3	Partner with local businesses, high schools, and post High School training organizations to create age-appropriate job shadowing or career exposure opportunities for 7th-8th grade students.	CCRI, Administration, District CTE Coordinator	October 2025 - April 2026			

Position Responsible: Administration and School Leadership

Resources Needed: *Title I Schoolwide funds will be used to support all outlined SMART goals, strategies, and initiatives, including personnel, programs, and materials aligned to student achievement and schoolwide improvement.

Community and Business Partnerships - Local farms, mines, law enforcement, healthcare, tribal programs, etc.

Career Exploration Tools - Nevada Career Explorer, Nepris, CareerOneStop (middle school level).

Transportation/Logistics Support - For off-site visits or shadowing opportunities.

Event Planning Materials - Speaker schedules, flyers, sign-in sheets, permission forms.

Dedicated Planning Time - For CCRI and teachers to integrate career themes into instruction.

District WBL Tracking System - To document and count all school-based and off-site WBL activities.

Evidence Level

Problem Statements/Critical Root Cause: Student Success 2

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 2: Many students, especially in earlier grades (5-8), have limited exposure to local career pathways or opportunities to explore interests before transitioning to high school.   **Critical Root Cause**: Historically, work-based learning efforts have focused primarily on high school students, with fewer structured career exploration activities embedded in intermediate/middle school programming.

Inquiry Area 1: Student Success

SMART Goal 3: 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: Monthly Participation Tracking

Monitor student participation numbers by event and grade to assess progress toward the 10% goal.

Student Interest Surveys

Administer beginning-of-year and mid-year surveys to gauge WBL interests and inform future offerings.

Participation Equity Review

Quarterly review of participation data disaggregated by subgroup (IEPs, ELs, FRL) to ensure equitable access and outreach.

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
	Status Check		**EOY Reflection**

Improvement Strategy 1: Yerington Intermediate School will support Lyon County School District by increasing awareness and engagement of all stakeholders by expanding industry partnerships. Developing career awareness through portfolio creation in School Links.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	May
				No review	No review	
1	Introduce students in grades 6-8 to School Links and guide them in beginning digital portfolio creation focused on career interests and WBL exposure.	Administration, CCRI, Teachers, MTSS Coordinator	August - November 2025			
2	Facilitate career exploration lessons and industry partner engagements (guest speakers, career day, local business visits) aligned with students' interests in School Links.	CCRI, Teacher Leaders, Administration	October 2025 - March 2026			
3	Strengthen partnerships with local businesses and industries to increase access to WBL exposure for intermediate students (e.g., career talks, shadow days).	CCRI, Administration, District WBL Team	September 2025 - May 2026			

Position Responsible: All Yerington Intermediate School Staff

Resources Needed: *Title I Schoolwide funds will be used to support all outlined SMART goals, strategies, and initiatives, including personnel, programs, and materials aligned to student achievement and schoolwide improvement.

School Links Access - Student logins, teacher dashboard tools, and digital portfolio templates.

Industry Partner Network - Local contacts from agriculture, mining, health care, tribal leadership, law enforcement, etc.

Career Curriculum Materials - Grade-appropriate lesson plans aligned to Nevada Career & Technical Education standards.

WBL Event Logistics - Scheduling, permissions, and transportation (if applicable).

Communication Tools - ParentSquare, flyers, and advisory announcements to promote WBL events and industry speakers.

Tracking System - School Links usage analytics, participation logs, and student reflection tools.

Evidence Level

Problem Statements/Critical Root Cause: Student Success 2

SMART Goal 3 Problem Statements:

Student Success
Problem Statement 2: Many students, especially in earlier grades (5-8), have limited exposure to local career pathways or opportunities to explore interests before transitioning to high school.   **Critical Root Cause**: Historically, work-based learning efforts have focused primarily on high school students, with fewer structured career exploration activities embedded in intermediate/middle school programming.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: SMART Goal - Adult Learning Culture
By June of 2026, 100% of certified teaching staff at Yerington Intermediate School will participate in at least one collaborative data-driven planning cycle per quarter (4 total), as measured by PLC agendas, attendance logs, and instructional planning artifacts, in order to strengthen instructional practices and increase student academic growth in ELA and Math.

Formative Measures: Attendance Logs
Survey Data

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Improvement Strategy: Enhance the effectiveness of professional learning communities (PLCs) by embedding structured, data-driven collaboration cycles and providing targeted support for instructional planning.					**Status Check**		**EOY Reflection**
					Nov	**Jan**	**May**
Action #	**Actions for Implementation**		**Person(s) Responsible**	**Timeline**	No review	No review	
1	1. Establish and publish a quarterly PLC calendar with designated times for data analysis, planning, and reflection aligned to assessment windows.		Administration, MTSS Coordinator, Teacher Leaders	Quarterly			
2	2. Provide targeted training to staff on analyzing student data and developing responsive instructional plans, with support from district and site-based coaches.		MTSS Coordinator, CCRI, Teacher Leaders	Biweekly			
3	3. Collect and review PLC artifacts (agendas, student work samples, action plans) each quarter to ensure accountability and provide feedback for continuous improvement.		Administration, CCRI, Teacher Leaders	Quarterly			

Resources Needed: *Title I Schoolwide funds will be used to support all outlined SMART goals, strategies, and initiatives, including personnel, programs, and materials aligned to student achievement and schoolwide improvement.

Scheduled PLC Time
Student Data Access
Professional Development Materials
Facilitation Support
Digital Collaboration Tools
Technology Access
Feedback & Monitoring Tools

Evidence Level
Level 2: Moderate: Teacher Efficacy

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: While PLCs exist, there is inconsistency in how effectively data is analyzed and applied to instructional planning, leading to variability in instructional quality and student outcomes.   **Critical Root Cause**: Lack of structured protocols, ongoing training, and designated collaboration time has limited the depth and consistency of data-driven instructional practices among teaching staff.

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:** Monitor the number and percentage of students with 5 or more absences per month, identifying early patterns of chronic absenteeism (defined as missing 10% or more of the school year). Use Infinite Campus attendance data to update this tracker monthly and guide targeted interventions.
>
> **Aligns with District Goal**

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Yerington Intermediate School will support Lyon County School District by utilizing data, engaging with families to provide early intervention to improve attendance. Engaging curriculum and instruction to improve attendance.				**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Jan**	**May**
				No review	No review	
1	1. Identify students at risk of chronic absenteeism using attendance data and implement tiered intervention strategies.	Administration, MTSS Coordinator, Office Staff, Counselor	Weekly			
2	2. Develop and run an attendance incentive program using PBIS Rewards to recognize improved and consistent attendance.	CCRI, MTSS Coordinator, Teacher Leaders, PBIS Team	Monthly			
3	3. Increase family outreach and education on the impact of chronic absenteeism through events, newsletters, and one-on-one communication.	Administration, Teacher Leaders	Quarterly			
Resources Needed: *Title I Schoolwide funds will be used to support all outlined SMART goals, strategies, and initiatives, including personnel, programs, and materials aligned to student achievement and schoolwide improvement. Attendance Monitoring Tools PBIS Rewards System Family Communication Platforms Incentives and Recognition Materials Staff Time for Monitoring and Follow-up Translated and Accessible Materials **Evidence Level** **Problem Statements/Critical Root Cause:** Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Chronic absenteeism remains a challenge for a subset of students, impacting academic progress and overall engagement with school.   **Critical Root Cause**: Some students and families lack strong relational ties to the school, and early interventions are not always timely or sustained, limiting efforts to build a sense of belonging and accountability.

Inquiry Area 3: Connectedness

SMART Goal 2: Yerington Intermediate School will increase inclusive engagement and communication with marginalized stakeholder groups, specifically Native American and Hispanic families, by establishing two-way communication systems and increasing cultural representation in school decision-making teams, with the goal of increasing the participation from these groups by 25% during the 2025-2026 school year.

Formative Measures: Attendance logs from Title I meetings, listening sessions, and committee membership (tracked monthly)

Family surveys or feedback forms asking about accessibility, cultural representation, and willingness to participate

Track invitations extended and follow-ups made with Native/Hispanic stakeholders

Number of culturally representative events co-planned with families or tribal partners

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Build trust, increase communication, and elevate the voices of Native American and Hispanic families through intentional outreach, partnership, and representation in decision-making structures.				**Status Check**		**EOY Reflection**
Action #	Actions for Implementation	Person(s) Responsible	Timeline	**Nov**	**Jan**	**May**
				No review	No review	
1	Establish consistent communication and engagement with local community groups that represent Native American and Hispanic students, including tribal leadership and cultural organizations, to gather input on school climate, discipline, and family engagement.	School Administration, Title I Coordinator, Teacher Leaders	Initiate contact by September 2024; hold bi-monthly meetings through June 2026			
2	Develop and distribute bilingual, culturally responsive communication materials to inform families of engagement opportunities and school events.	Title I Coordinator, School Office Staff, Teacher Leaders	Monthly, beginning August 2024 and continuing through the 2025-2026 school year			

Position Responsible: School Administration, Office Staff, Teacher Leaders, PBIS/ MTSS coordinators.

Resources Needed: *Title I Schoolwide funds will be used to support all outlined SMART goals, strategies, and initiatives, including personnel, programs, and materials aligned to student achievement and schoolwide improvement.

Contact lists and liaison support (tribal offices, cultural centers)

Meeting logistics (space, refreshments, interpreter services if needed)

Time for relationship-building and follow-up

Translation services

Communication platforms (Email, Phone, LCSD MASSCOMMS)

Printing supplies or digital tools (Google Docs, Canva)

Evidence Level

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The Yerington Intermediate School leadership team, including administration, grade-level leads, interventionists, and classified staff, meets each fall and spring to analyze student achievement data, behavior trends, attendance, and survey feedback. Additional input is gathered from parents and community partners through Title I Parent Advisory and School Improvement Committee meetings.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The SPP is developed with feedback from teachers, staff, parents, and community members during fall and spring Title I Advisory and School Improvement Committee meetings. Additional stakeholder input is gathered through parent surveys and informal feedback shared during family events and conferences.