

Lyon County School District
Yerington High School
2025-2026 School Improvement Plan

Classification: 3 Star School

Title I

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 [\(Add a link to the school's School Rating Report.\)](#)

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Based on accreditation outcomes and review, student area of strength is having positive relationships with staff and other students in the school. Peer and adult interactions and behaviors routinely demonstrate respect, trust, and concern for one another's well-being. Students report feeling safe and welcomed at Yerington High School. Students also report that our CTE programs fit their interest, especially bringing back Ag Mechanics for students. Student Eleot survey data from accreditation indicated that 55% of students who responded to the survey feel that YHS provides a safe environment where students feel like they are treated fairly, with respect and student feel welcomed at school.

Student Success Areas for Growth

Based on the data from accreditation and student Eleot surveys, students report a lack of engagement in their classes. Not all students are consistently provided with opportunities to monitor their learning progress, limiting their ability to reflect on and celebrate their growth. This was seen in the analyzed teacher Eleot observations. Progress monitoring had a total score of 2.66 out of 4.0, which is too low. 65% of student surveyed feel that school is boring and lacks choices. Students feel like they do not have choice to demonstrate mastery of the content and students report that they are expected to complete the same assignments in class. Students also report that they do not know if they are growing in classes and mastering the content. Students may encounter barriers in class without choices and having the ability to know if they have met the standards through learning goals and learning scales. YHS can also increase WBL opportunities for students and increase the graduation rate. YHS had 357 work base learning opportunities for students in the 2024-2025 school year.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Commitment to data tracking and goal setting among the teacher and students. Creating learning goals and learning scales for classes is a challenge.	Utilize strong tier 1 instruction, utilizing ESL accommodations. Refer back to NEPF standards for teachers. Our College and Career Ready Instructor (CCRI) will help students stay on track to graduate through grades and credits earned. Create learning goals and learning scales for each class.

Student Group	Challenge	Solution
Foster/Homeless	<p>Commitment to data tracking and goal setting in all classrooms.</p> <p>Creating learning goals and learning scales for classes is a challenge.</p>	<p>Utilize strong tier 1 instruction. Refer back to NEPF standards for teachers and have our CCRI track students' grades and credits earned. Create learning goals and scales for each class.</p>
Free and Reduced Lunch	<p>Commitment to data tracking and goal setting in all classrooms.</p> <p>Creating learning goals and learning scales for classes is a challenge.</p>	<p>Utilize strong tier 1 instruction. Refer back to the NEPF standards for teachers and have our CCRI track students' grades and credits earned. Create learning goals and scales for each class.</p>
Migrant/Title1-C Eligible	<p>Commitment to data tracking and goal setting in all classrooms.</p> <p>Creating learning goals and learning scales for classes is a challenge.</p>	<p>Utilize strong tier 1 instruction. Refer back to the NEPF standards for teachers. We'll have our CCRI track students' grades and credits for graduation.</p> <p>Create learning goals and scales for each class.</p>
Racial/Ethnic Minorities	<p>Commitment to data tracking and goal setting in all classrooms.</p> <p>Creating learning goals and learning scales for classes is a challenge.</p>	<p>Utilize strong tier 1 instruction. Refer back to our NEPF standards for teacher. We'll have our CCRI track students' grades and credits for graduation. Create learning goals and scales for each class.</p>
Students with IEPs	<p>Commitment to data tracking and goal setting in all classrooms. Commitment to attend all IEPs to know areas which students need more support.</p> <p>Creating learning goals and learning scales for classes is a challenge.</p>	<p>Utilize strong tier 1 instruction along with student IEP goals. Refer back to our NEPF standards for teachers. We'll have our CCRI track students' grades and credits for graduation. Create learning goals and scales for each class.</p>

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Despite using WIDA and MAP data to drive instruction, students are not actively monitoring their learning progress so they can increase accountability, set meaningful learning goals, and advocate for their personal growth.

Critical Root Cause: Lack on tier 1 instruction that includes goal setting, meta cognition, and learning scales for students in all classrooms.

Problem Statement 2 (Prioritized): Lyon County School District would like to raise the percentages of students and opportunities for work based learning in order to provide students with support for college and career opportunities once they leave high school.

Critical Root Cause: We have not made this a priority in the past for students, and these are opportunities for students that we can offer during the school day.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Staff does an excellent job at making students feel welcomed. Staff builds positive rapport with students.

Adult Learning Culture Areas for Growth

Areas of growth for the adult learning culture would be to actively use the Portrait of a Learner and the NEPF instructional practices to drive more student engagement allowing students more choice and allowing students to rate their learning while in class. Pedagogy around Discovery Learning and Student Ownership from Portrait of a Learner will help strength student's ability to monitor their learning and problem solve while feeling empowered and having self knowledge and direction. Standard 2 and Standard 4 within the NEPF instructional practices will help strength student's abilities to think more about their learning while monitoring what they already know and what they still need to master. Teachers can support high cognitive activities and offer students more choices to help students demonstrate their mastery of skills while selecting a method to do this within their classes.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Commitment to the ESL accommodations, not offering more choices for students to demonstrate mastery of learning and not offering student reflection on their learning.	Review ESL accommodations. Take a deeper dive into the NEPF instructional standards while creating learning scales and goals for students. Make Portrait of a Learner a priority for the entire school by reviewing elements each month.
Foster/Homeless	Offer more choices for students to demonstrate mastery of learning while giving opportunities for students to reflect on their learning.	Take a deeper dive into the NEPF instructional standards while creating learning scales and goals for students. Make Portrait of a Learner a priority for the entire school by reviewing elements each month.
Free and Reduced Lunch	Offer more choices for students to demonstrate mastery of learning while giving opportunities for students to reflect on their learning.	Take a deeper dive into the NEPF instructional standards while creating learning scales and goals for students.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	Offer more choices for students to demonstrate mastery of learning while giving opportunities for students to reflect on their learning.	Take a deeper dive into the NEPF instructional standards while creating learning scales and goals for students. Make Portrait of a Learner a priority for the entire school by reviewing elements each month.
Racial/Ethnic Minorities	Offer more choices for students to demonstrate mastery of learning while giving opportunities for students to reflect on their learning.	Take a deeper dive into the NEPF instructional standards while creating learning scales and goals for students. Make Portrait of a Learner a priority for the entire school by reviewing elements each month.
Students with IEPs	Attending all IEPs. Offer more choices for students to demonstrate mastery of learning while giving opportunities for students to reflect on their learning.	Take a deeper dive into the NEPF instructional standards while creating learning scales and goals for students with a focus on students' individual IEP goals. Make Portrait of a Learner a priority for the entire school by reviewing elements each month.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): While some teachers have kept up on developing learning goals and learning scales for classes, we need all teachers to provide this opportunity for students. Teachers also need to differentiate their instruction offering more ways for students to demonstrate mastery of the standards. Certified teachers along with long term subs need more support to understand the instructional practices within the NEPF standards and Portrait of a Learner in order for student to be able to rate where they are in their learning and have choices when it comes to showing what students know and have learned in the class.

Critical Root Cause: Inconsistent practices in the classrooms with learning goals and scales along with differentiation. New staff and long term subs are not aware of the NEPF instructional standards and practices or Portrait of a Learner.

Connectedness

Connectedness Areas of Strength

In the last five years, we have seen more families attend our parent/teacher conferences. We also have the majority of our families connected to YHS via email addresses so families can receive information from the school along with the YHS monthly newsletter.

Connectedness Areas for Growth

Chronic absenteeism is an issue that needs attention. We have parents/guardians who do not require their students to attend school for various reasons other than being sick, going to a doctor appointment or attending a funeral. Parents/guardians report that their students "just don't want to come," even after we explain the importance of attendance in school.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	This year, ICE was a factor in the spring semester for attendance. Reaching parents in their native languages needs to be a priority. There needs to be a commitment to reach out to families in a timely manner to discuss absences sooner.	Be sure to translate for parents/guardians so we ensure that families understand our concerns regarding attendance. Create a system in house that prompts reaching out to families to discuss attendance that starts with phone calls but also in person meetings with the families and student.
Foster/Homeless	There needs to be a commitment to reach out to families in a timely manner to discuss absences sooner.	Create a system in house that prompts reaching out to families to discuss attendance that starts with phone calls but also in person meetings with the families and student.
Free and Reduced Lunch	There needs to be a commitment to reach out to families in a timely manner to discuss absences sooner.	Create a system in house that prompts reaching out to families to discuss attendance that starts with phone calls but also in person meetings with the families and student.
Migrant/Title1-C Eligible	There needs to be a commitment to reach out to families in a timely manner to discuss absences sooner.	Create a system in house that prompts reaching out to families to discuss attendance that starts with phone calls but also in person meetings with the families and student.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	There needs to be a commitment to reach out to families in a timely manner to discuss absences sooner.	Create a system in house that prompts reaching out to families to discuss attendance that starts with phone calls but also in person meetings with the families and student.
Students with IEPs	There needs to be a commitment to reach out to families in a timely manner to discuss absences sooner.	Create a system in house that prompts reaching out to families to discuss attendance that starts with phone calls but also in person meetings with the families and student.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic absenteeism is an issue for YHS. If students are not in class, students develop holes in their learning. The holes that students get from being absent makes it hard to earn credits. If students don't earn the credits, students will not graduate on time. More collaboration and communication with families is needed.

Critical Root Cause: Since Covid, parents allow their students to stay home because the student doesn't want to come to school, which in return creates issues with students being chronically absent from school. Parents believe that students can just get online and complete their work at home and not attend in-person. YHS also needs to do a better job working with families and students regarding absences. A formal plan that is created and monitored throughout the year is needed.

Priority Problem Statements

Problem Statement 1: Despite using WIDA and MAP data to drive instruction, students are not actively monitoring their learning progress so they can increase accountability, set meaningful learning goals, and advocate for their personal growth.

Critical Root Cause 1: Lack on tier 1 instruction that includes goal setting, meta cognition, and learning scales for students in all classrooms.

Problem Statement 1 Areas: Student Success

Problem Statement 2: While some teachers have kept up on developing learning goals and learning scales for classes, we need all teachers to provide this opportunity for students. Teachers also need to differentiate their instruction offering more ways for students to demonstrate mastery of the standards. Certified teachers along with long term subs need more support to understand the instructional practices within the NEPF standards and Portrait of a Learner in order for student to be able to rate where they are in their learning and have choices when it comes to showing what students know and have learned in the class.

Critical Root Cause 2: Inconsistent practices in the classrooms with learning goals and scales along with differentiation. New staff and long term subs are not aware of the NEPF instructional standards and practices or Portrait of a Learner.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Chronic absenteeism is an issue for YHS. If students are not in class, students develop holes in their learning. The holes that students get from being absent makes it hard to earn credits. If students don't earn the credits, students will not graduate on time. More collaboration and communication with families is needed.

Critical Root Cause 3: Since Covid, parents allow their students to stay home because the student doesn't want to come to school, which in return creates issues with students being chronically absent from school. Parents believe that students can just get online and complete their work at home and not attend in-person. YHS also needs to do a better job working with families and students regarding absences. A formal plan that is created and monitored throughout the year is needed.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: Lyon County School District would like to raise the percentages of students and opportunities for work based learning in order to provide students with support for college and career opportunities once they leave high school.

Critical Root Cause 4: We have not made this a priority in the past for students, and these are opportunities for students that we can offer during the school day.

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

- Accelerated/Advanced Coursework Enrollment
- ASVAB
- CCR Participation data
- College and career readiness data
- Course Offerings
- Credit Sufficiency/Deficiency/Retrieval data
- Criterion-Referenced Test in Science
- CTE
- Curriculum Based Measures
- End-of-Unit Assessments
- Grades
- Graduation rates/GED/HiSET data
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- SAT, ACT, PSAT or ASPIRE
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- Transition Data
- WIDA ACCESS for ELLs
- Other
 - attendance, truancies, behavior referrals

Adult Learning Culture

- Administrator evaluation
- Budgets/entitlements and expenditures data
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback

- State certified and high quality staff data
- Student Climate Survey
- Study of best practices
- Teacher evaluation
- Teacher retention
- Walk-through data
- Other
 - Portrait of a Learner Data

Connectedness

- Annual dropout rate data
- Attendance
- Behavior
- Community surveys and/or other feedback
- Completion rates and/or graduation rates data
- Demographic data
- Dual credit College Prep
- Enrollment
- Home Visits
- Mobility rate, including longitudinal data
- PBIS/MTSS data
- Perception/survey data
- Tobacco, alcohol, and other drug-use data
- Other
 - parent/teacher conference attendance data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In grades 9-10, at least 55% of students at YHS will meet their individual growth goal in math and reading from Fall to Spring Measure of Academic Progress (MAP) testing during the 2025/2026 school year.

Formative Measures: YHS will continue to use and analyze data such as WIDA, previous year's MAP data, ACT data, to help and support students throughout the year to help fill in learning gaps. Observation data collected by administrators that focuses on differentiation, more choices for students, and learning goals and scales will be shared through post conferences and as a whole with the staff. Teachers will also share students scores and have conferences with students so students understand where they are with their MAP scores and what growth is needed.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews																		
<p>Improvement Strategy 1: Data driven instruction that includes differentiation, IEP goals, ESL accommodations, along with learning scales and goals to help support students and to better equip teachers tailor instruction to address a student's individual needs. NEPF and Portrait of a Learner will help support instructional strategies.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Action #</th> <th style="width: 35%;">Actions for Implementation</th> <th style="width: 30%;">Person(s) Responsible</th> <th style="width: 25%;">Timeline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>ELA and Math MAP Data Analysis for grades 9 and 10</td> <td>Staff and Administration</td> <td>fall, winter & spring</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Pre & Post conferences with teachers</td> <td>administration</td> <td>fall, winter & spring</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Access Title 1 fund to support goal.</td> <td>administration</td> <td>year round</td> </tr> </tbody> </table> <p>Position Responsible: staff and administration Resources Needed: MAP data, PLC team for staff meetings, department meeting time, and scheduled pre and post conferences</p> <p>Evidence Level Level 2: Moderate: Data driver instruction</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	ELA and Math MAP Data Analysis for grades 9 and 10	Staff and Administration	fall, winter & spring	2	Pre & Post conferences with teachers	administration	fall, winter & spring	3	Access Title 1 fund to support goal.	administration	year round	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline															
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2	Pre & Post conferences with teachers	administration	fall, winter & spring																			
3	Access Title 1 fund to support goal.	administration	year round																			
Nov	Jan	May																				
No review	No review																					

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Despite using WIDA and MAP data to drive instruction, students are not actively monitoring their learning progress so they can increase accountability, set meaningful learning goals, and advocate for their personal growth. **Critical Root Cause:** Lack on tier 1 instruction that includes goal setting, meta cognition, and learning scales for students in all classrooms.

Inquiry Area 1: Student Success

SMART Goal 2: YHS will increase the total number of students participating in work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year. During the 2024-2025 school year, YHS offered 357 work base learning opportunities.

Formative Measures: YHS will continue to track WBL opportunities for students. During collaboration, we will work as a staff to discuss what other opportunities we can provide to students this year. All WBL opportunities are tracked through the LCSD Multi-Media/Guest Speaker policy. This paperwork allows us to track the opportunities provided to students. Through School Links, students will also be able to track their WBL opportunities throughout the school year.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews																										
<p>Improvement Strategy 1: We will continue to increase awareness and engagement of all stakeholders by expanding industry partnerships. We will continue to reach out to former students who have graduated to share return and their stories and pathways. We will also reach out to other stakeholders in the community, such as Peri and Sons, Wild West, and Wells Fargo to develop partnerships and allow them to come to the school to share opportunities at their businesses, just an example. We will also continue to encourage and enroll students in the PAES Lab and utilize School Links this upcoming school year.</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Intentional student enrollment in PAES Lab</td> <td>counselor & administrators</td> <td>August & February</td> </tr> <tr> <td>2</td> <td>Roll out and PD for School Links</td> <td>teachers & administrators</td> <td>August & staff collaboration meetings</td> </tr> <tr> <td>3</td> <td>LCSD Multi-Media/Guest Speaker paperwork completion</td> <td>teachers & administrators</td> <td>monthly</td> </tr> <tr> <td>4</td> <td>School Links data analysis</td> <td>teachers & administrators</td> <td>biweekly</td> </tr> <tr> <td>5</td> <td>Access Title 1 funds to support goal and initiative</td> <td>teachers & administrators</td> <td>year round</td> </tr> </tbody> </table> <p>Position Responsible: staff, counselor & administrators Resources Needed: PD for School Links</p> <p>Evidence Level Level 2: Moderate: Work Base Learning</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Intentional student enrollment in PAES Lab	counselor & administrators	August & February	2	Roll out and PD for School Links	teachers & administrators	August & staff collaboration meetings	3	LCSD Multi-Media/Guest Speaker paperwork completion	teachers & administrators	monthly	4	School Links data analysis	teachers & administrators	biweekly	5	Access Title 1 funds to support goal and initiative	teachers & administrators	year round	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline																							
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4	School Links data analysis	teachers & administrators	biweekly																											
5	Access Title 1 funds to support goal and initiative	teachers & administrators	year round																											
Nov	Jan	May																												
No review	No review																													

SMART Goal 2 Problem Statements:

Student Success
<p>Problem Statement 1: Despite using WIDA and MAP data to drive instruction, students are not actively monitoring their learning progress so they can increase accountability, set meaningful learning goals, and advocate for their personal growth. Critical Root Cause: Lack on tier 1 instruction that includes goal setting, meta cognition, and learning scales for students in all classrooms.</p>

Inquiry Area 1: Student Success

SMART Goal 3: YHS will support the DPP's goal in increasing the graduation rate from 88.7% to 89.7% by the end of the 2025-2026 school year.

Formative Measures: At the end of the 2024 school year, YHS had a graduation rate of 94%. YHS will continue to run grades weekly, documenting meeting with students and families with strategies to help students pass their classes to graduate on time. The College and Career Coach will identify students through the early warning system in Infinite Campus and the MTSS team will focus on these students weekly with a focus on grades.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Academic supports and interventions needed to ensure the success of all students.				Status Check		EOY Reflection
				Nov	Jan	May
				Action #	Actions for Implementation	Person(s) Responsible
1	Review early warning system/CCRI data	CCRI and administration	weekly for MTSS meetings			
2	After school tutoring	staff and administration	start tutoring after first 3 weeks of school for the remainder of the school year			
3	Parent/student meetings	administration	as needed, weekly			
4	Review failure rates	administration	weekly, every Monday			
5	Seniors enrolled in credit recovery class during school year	counselor and administration	year long			
6	Access Title 1 funds to support goal	administration	year round			
Position Responsible: CCRI, staff and administration Resources Needed: Title 1 funds for after school tutoring Evidence Level Level 2: Moderate: strong academic supports and interventions Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 3 Problem Statements:

Student Success

Problem Statement 1: Despite using WIDA and MAP data to drive instruction, students are not actively monitoring their learning progress so they can increase accountability, set meaningful learning goals, and advocate for their personal growth. **Critical Root Cause:** Lack on tier 1 instruction that includes goal setting, meta cognition, and learning scales for students in all classrooms.

Inquiry Area 1: Student Success

SMART Goal 4: YHS will support the DPP and 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: YHS will use last year's rate to monitor accessibility and student participation in work based learning opportunities during the 2025-2026 school year.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: YHS will increase awareness and engagement of all stakeholders by expanding industry partnerships and develop career awareness through portfolio creation in School Links.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Implementation of School Links	administration & teachers	year round			
2	Increase the number of guest speakers	administration & teachers	year round			
3	Access Title 1 funds to support initiative	administration	year round			
Position Responsible: administration and teachers Resources Needed: training for staff Evidence Level Problem Statements/Critical Root Cause: Student Success 2						

SMART Goal 4 Problem Statements:

Student Success
Problem Statement 2: Lyon County School District would like to raise the percentages of students and opportunities for work based learning in order to provide students with support for college and career opportunities once they leave high school. Critical Root Cause: We have not made this a priority in the past for students, and these are opportunities for students that we can offer during the school day.

Inquiry Area 1: Student Success

SMART Goal 5: YHS will support the DPP with one hundred percent of Lyon County School District high schools implement WorkKeys for students by the end of their 10th grade year.

Formative Measures: This is a baseline for students earning the bronze, silver, gold, and platinum certificates.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Implementation of ACT's Work Keys curriculum and National Career Readiness Certificate.				Status Check		EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	May
1	Training staff to support students with Work Keys implementation	administration and teachers	year long	No review	No review	
2	Time for students during the school day to work on individual lessons	administration and teachers	year long			
3	Access Title 1 funds to support goal and initiative	administration	year round			
Position Responsible: administration & teachers Resources Needed: Work Keys curriculum Evidence Level Problem Statements/Critical Root Cause: Student Success 2						

SMART Goal 5 Problem Statements:

Student Success
Problem Statement 2: Lyon County School District would like to raise the percentages of students and opportunities for work based learning in order to provide students with support for college and career opportunities once they leave high school. Critical Root Cause: We have not made this a priority in the past for students, and these are opportunities for students that we can offer during the school day.

Inquiry Area 1: Student Success

SMART Goal 6: YHS will support the DPP with the percentage of college bound students in 11th grade who will earn a composite score of 16-36 on the ACT and will increase by 5% from the 2024-2025 school year to the 2025-2026 school year.

Formative Measures: During the 2024-2025 school year, approximately 33% of YHS juniors who took the ACT received a composite score of 16 or above. In other words, 34 out of 103 students earned a composite score of 16 or above. Through more professional development as a staff on NEPF, we can better prepare students for the ACT. Having intentional conversations with students regarding the ACT and the ACT Work Keys with students will increase their awareness and knowledge about what the ACT can do for them and their future.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: YHS will focus on learning goals and scales to support Standard 5 in NEPF and YHS will also use the ACT WorkKeys to support students to increase their composite scores.				Status Check		EOY Reflection
				Nov	Jan	May
				Action #	Actions for Implementation	Person(s) Responsible
1	Deep dive into NEPF, standard 5 within contents and departments	administration and teachers	year long			
2	Collaboration with teachers surrounding embedding learning goals and scales in each lesson for students to "think about their thinking"	administration and teachers	year long			
3	Administration will be providing feedback to teachers during post conferences	administration and teachers	year long			
4	Students will use the ACT WorkKeys to support students exposure to the ACT	administration and teachers	year long			
5	Students will be provided opportunities to fill in learning gaps through ALEKS	administration and teachers	year long			
6	Access Title 1 funds to support goal and initiative	administration	year long			
Position Responsible: teachers and administrators Resources Needed: time for instruction and data analysis, data digs, ALEKS, and observations Problem Statements/Critical Root Cause: Student Success 2						

SMART Goal 6 Problem Statements:

Student Success

Problem Statement 2: Lyon County School District would like to raise the percentages of students and opportunities for work based learning in order to provide students with support for college and career opportunities once they leave high school. **Critical Root Cause:** We have not made this a priority in the past for students, and these are opportunities for students that we can offer during the school day.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: YHS teachers will be taking a deeper drive into the NEPF instructional standards through learning goals and scales to provide more opportunities for students to self-reflect on their learning.

Formative Measures: YHS administration will be collecting observation data that includes learning goals and scales that will help students reflect on their learning. Through data collected, administration will work with teachers during pre and post conferences to support teachers' learning goals and scales.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: YHS will focus on goal setting and learning scales to support student metacognition.						
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Status Check		EOY Reflection
				Nov	Jan	May
1	Teachers will be taking a deeper dive into NEPF instructional standards along with Portrait of a Learner to support strong learning in the classroom with pre and post conferences focused on learning goals and scales.	Teachers and administrators	year long	No review	No review	
2	ACT WorkKeys implementation to support students' learning goals.	Teachers and administrators	year long			
3	ACT Work Keys PD for staff	administrators	fall, 2025			
4	ACT practice exams and final exams	Teachers and administrators	fall, 2025 & early spring, 2026			
5	Completion of ACT Work Keys exams for 10th graders	Teachers and administrators	spring, 2026			
6	Access Title 1 funds to support goal and initiative	administrators	year round			
<p>Position Responsible: teachers and administrators</p> <p>Resources Needed: ACT Work Keys curriculum for students and teachers, PLC time to discuss curricula and roll out of the ACT Work Keys</p> <p>Evidence Level Level 2: Moderate: ACT WorkKeys and Instructional Strategies</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>						

SMART Goal 1 Problem Statements:

Adult Learning Culture
<p>Problem Statement 1: While some teachers have kept up on developing learning goals and learning scales for classes, we need all teachers to provide this opportunity for students. Teachers also need to differentiate their instruction offering more ways for students to demonstrate mastery of the standards. Certified teachers along with long term subs need more support to understand the instructional practices within the NEPF standards and Portrait of a Learner in order for student to be able to rate where they are in their learning and have choices when it comes to showing what students know and have learned in the class. Critical Root Cause: Inconsistent practices in the classrooms with learning goals and scales along with differentiation. New staff and long term subs are not aware of the NEPF instructional standards and practices or Portrait of a Learner.</p>

Inquiry Area 3: Connectedness

SMART Goal 1: YHS will support the DPP and reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year. During the 2024-2025 school year, YHS had a total of 108 truanancies, which included 136 students.

Formative Measures: Through the MTSS process and with the help from the attendance secretary, students who are absent will be identified daily to in order to reach the families and students regarding attendance. A more proactive approach daily will catch student absences and allow for data and communication logs between the school, student, and parent to ensure students are attending school.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews																						
<p>Improvement Strategy 1: Utilizing data, YHS will engage with students and families daily to provide early intervention to improve attendance and avoid chronic absenteeism.</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Develop Attendance /Intervention Template through collaboration with the District's intervention template</td> <td>MTSS team, attendance secretary, and assistant principal</td> <td>fall, 2025</td> </tr> <tr> <td>2</td> <td>Attendance Data</td> <td>attendance secretary, and assistant principal</td> <td>daily</td> </tr> <tr> <td>3</td> <td>Monitor attendance on a weekly basis</td> <td>MTSS team, attendance secretary, and assistant principal</td> <td>weekly</td> </tr> <tr> <td>4</td> <td>Access Title 1 funds to support goal</td> <td>administration</td> <td>year round</td> </tr> </tbody> </table> <p>Position Responsible: MTSS team, attendance secretary, administration Resources Needed: intervention template/communication log</p> <p>Evidence Level Level 2: Moderate: early intervention</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Develop Attendance /Intervention Template through collaboration with the District's intervention template	MTSS team, attendance secretary, and assistant principal	fall, 2025	2	Attendance Data	attendance secretary, and assistant principal	daily	3	Monitor attendance on a weekly basis	MTSS team, attendance secretary, and assistant principal	weekly	4	Access Title 1 funds to support goal	administration	year round	Status Check		EOY Reflection
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Nov	Jan	May																								
No review	No review																									

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Chronic absenteeism is an issue for YHS. If students are not in class, students develop holes in their learning. The holes that students get from being absent makes it hard to earn credits. If students don't earn the credits, students will not graduate on time. More collaboration and communication with families is needed. **Critical Root Cause:** Since Covid, parents allow their students to stay home because the student doesn't want to come to school, which in return creates issues with students being chronically absent from school. Parents believe that students can just get online and complete their work at home and not attend in-person. YHS also needs to do a better job working with families and students regarding absences. A formal plan that is created and monitored throughout the year is needed.

Schoolwide and Targeted Assistance Title I Elements

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

The school improvement plan which includes staff, a parent, a student, and the community such as our Native American liaison, meets twice a month to review the plan as a team. Once this team meets, feedback is shared with the entire staff.