

# Lyon County School District



# Yerington Elementary School

Classification: 1 Star School

Title I

## 2025-2026 School Improvement Plan

# Mission Statement

We believe it is our responsibility to support the academic and social growth of our YES community and, ultimately, our society.

## Vision

At Yerington Elementary School, we will be teaching the skills that support growth in our next generation socially and academically. We will encourage children to embrace the challenges that comes while growing and model perseverance and problem-solving skills to our children.

As a staff, we commit to being respectful & responsible team members by collaborating and supporting each other as a team, monitoring student achievement with common assessments that inform instruction, and striving to improve personal instructional practice regularly

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# Comprehensive Needs Assessment

# Student Success

## Areas of Strength

As of Spring 2025, 39% of students at Yerington Elementary School, grades Kindergarten through Fourth, scored "Early Grade Level" or "Mid/Above Grade Level", as measured by the iReady Reading Diagnostic.

As of Spring 2025, 36% of students at Yerington Elementary School, grades Kindergarten through Fourth, scored "Early Grade Level" or "Mid/Above Grade Level", as measured by the iReady Math Diagnostic. Growth occurred from Fall 2024 to Spring 2025, with 35% of students making Typical Growth on the iReady Reading Diagnostic and 79% of students making Typical Growth on the iReady Math Diagnostic.

## Areas for Growth

Yerington Elementary School needs to have more students make Typical Growth within each school year on both Reading and Math iReady Diagnostic Assessments, as well as more students scoring "Early Grade Level" or "Mid/Above Grade Level" on those assessments for each testing period.

## Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL Certified Staffing has been reduced for the 25-26 school year which means either instructional groups will increase in numbers/size (teacher:student ratio) or instructional time for each class will be reduced.	YES administration will be pocketing the students who performed lower on the WIDA assessment in 24-25 to ensure that the EL teacher can provide support to those students in a co-teaching environment.
Foster/Homeless	Absences and tardies are frequent for this subgroup of students, as their home lives lack consistency. When a student is absent or tardy, instructional time is lost.	Relationships and communication between administration and counselor with parents will help parents value instructional time within the school setting. If students are late, staff ensures that students have had breakfast or have the opportunity to get breakfast from the lunchroom before beginning class time. Weekend food is sent home through Healthy Communities Coalition.
Free and Reduced Lunch	Absences and tardies are frequent for this subgroup of students, as their home lives lack consistency. When a student is absent or tardy, instructional time is lost.	Relationships and communication between administration and counselor with parents will help parents value instructional time within the school setting. If students are late, staff ensures that students have had breakfast or have the opportunity to get breakfast from the lunchroom

		before beginning class time.
<b>Migrant/Title1-C Eligible</b>	<p>EL Certified Staff has been reduced for the 25-26 school year which means either instructional groups will increase in numbers/size (teacher:student ratio) or instructional time for each class will be reduced.</p> <p>Additionally, absences and tardies are frequent for this subgroup of students, as their home lives lack consistency. When a student is absent or tardy, instructional time is lost.</p>	<p>YES administration will be pocketing the students who performed lower on the WIDA assessment in 24-25 to ensure that the EL teacher can provide support to those students in a co-teaching environment.</p> <p>Relationships and communication between administration and counselor with parents will help parents value instructional time within the school setting. If students are late, staff ensures that students have had breakfast or have the opportunity to get breakfast from the lunchroom before beginning class time. Weekend food is sent home through Healthy Communities Coalition.</p>
<b>Racial/Ethnic Minorities</b>	<p>Students from racial/ethnic minority subgroups may not feel represented within our student body or within the curriculum.</p>	<p>iReady and HMH have a wide variety of ethnicities represented within various components of each level of the curriculum; iReady also provides parent letters to support home learning in different languages which provides equitable access for all. Additionally, YES Multi-Cultural Committee provides information and activities for cultural understanding throughout the year. Navigate 360 represents a variety of cultures and ethnicities to promote social acceptance of all.</p>
<b>Students with IEPs</b>	<p>We have seen a recent increase in SED eligibility and learning disabilities with Dyslexia within our student body</p>	<p>With the additional .5 certified teacher position within Resource, we can provide smaller instructional groups for students with IEPs and/or more time in classrooms for co-teaching with Gen Ed teachers. With this additional staffing, we can also provide programs and specific guidance to help students who are eligible under SED or Learning Disability with Dyslexia</p>

# Problem Statements Identifying Student Success Needs

## Problem Statement

## Critical Root Cause

1



Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits)

-Student Behaviors impact instruction time for individual students as well as whole groups of students within classrooms -Teachers may lack efficacy with curriculum -Teachers may lack efficacy in the area of differentiating instruction.  
-24 % Chronic Absenteeism rate for students in 2024-2025 (down from 41.2% in 2023-2024) -Long Term Substitutes are filling certified teacher openings

 = Priority

# Adult Learning Culture

## Areas of Strength

To enhance teaching practices and ensure equitable learning opportunities, weekly staff-wide PLCs are held to analyze and utilize class, grade level, and school-wide data. These meetings identify student strengths within the assessments and Personalized Instruction component of iReady, and identify areas of need to develop improvement in instruction, ultimately aiming to create a more cohesive and effective approach to teaching that meets the diverse needs of all students.

## Areas for Growth

Yerington Elementary School teachers need to learn how access the tools available within the iReady and HMH curriculum to identify student strengths and weaknesses, so that instruction can be differentiated to meet all student needs.

## Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL Certified Staff has been reduced for the 25-26 school year which means either instructional groups will increase in numbers/size (teacher:student ratio) or instructional time for each class will be reduced.	YES administration will be pocketing the students who performed lower on the WIDA assessment in 24-25 to ensure that the EL teacher can provide support to those students in a co-teaching environment.
Foster/Homeless	Absences and tardies are frequent for this subgroup of students, as their home lives lack consistency. When a student is absent or tardy, instructional time is lost.	Relationships and communication between administration and counselor with parents will help parents value instructional time within the school setting. If students are late, staff ensures that students have had breakfast or have the opportunity to get breakfast from the lunchroom before beginning class time. Weekend food is sent home through Healthy Communities Coalition.
Free and Reduced Lunch	Absences and tardies are frequent for this subgroup of students, as their home lives lack consistency. When a student is absent or tardy, instructional time is lost.	Relationships and communication between administration and counselor with parents will help parents value instructional time within the school setting. If students are late, staff ensures that students have had breakfast or have the opportunity to get breakfast from the lunchroom before beginning class time. Weekend food is sent home through Healthy Communities Coalition.

<p><b>Migrant/Title1-C Eligible</b></p>	<p>EL Certified Staff has been reduced for the 25-26 school year which means either instructional groups will increase in numbers/size (teacher:student ratio) or instructional time for each class will be reduced.</p> <p>Additionally, absences and tardies are frequent for this subgroup of students, as their home lives lack consistency. When a student is absent or tardy, instructional time is lost.</p>	<p>YES administration will be pocketing the students who performed lower on the WIDA assessment in 24-25 to ensure that the EL teacher can provide support to those students in a co-teaching environment.</p> <p>Relationships and communication between administration and counselor with parents will help parents value instructional time within the school setting. If students are late, staff ensures that students have had breakfast or have the opportunity to get breakfast from the lunchroom before beginning class time. Weekend food is sent home through Healthy Communities Coalition.</p>
<p><b>Racial/Ethnic Minorities</b></p>	<p>Students from racial/ethnic minority subgroups may not feel represented within our student body or within the curriculum.</p>	<p>iReady and HMH have a wide variety of ethnicities represented within various components of each level of the curriculum; iReady also provides parent letters to support home learning in different languages which provides equitable access for all. Additionally, YES Multi-Cultural Committee provides information and activities for cultural understanding and celebration. Navigate 360 represents a variety of cultures and ethnicities to promote social acceptance of all.</p>
<p><b>Students with IEPs</b></p>	<p>We have seen a recent increase in SED eligibility and learning disabilities with Dyslexia within our student body.</p>	<p>With the additional .5 certified teacher position within Resource, we can provide smaller instructional groups for students with IEPs and/or more time in classrooms for co-teaching with Gen Ed teachers. With this additional staffing, we can also provide programs and specific guidance to help students who are eligible under SED or Learning Disability with Dyslexia.</p>

# Problem Statements Identifying Adult Learning Culture Needs

## Problem Statement

## Critical Root Cause

1

Teachers at YES are inconsistently using iReady Personalized Instruction to support students' individual academic needs.



-Monitoring student engagement while logged into iReady is challenging for some teachers/students - Teacher confidence is inconsistent with the iReady and HMH curriculums

 = Priority

# Connectedness

## Areas of Strength

Yerington Elementary School recognizes that regular student attendance is a driver of success both academically and socially. We communicate regularly with students, parents and our school community about the importance of regular school attendance and recognize the students who miss three days or less each quarter. When we have attendance concerns, we send attendance letters home, talk with parents on the phone, or have in person conferences to discuss ways that YES can help the family improve the student's attendance.

## Areas for Growth

- Addressing root causes of absenteeism in vulnerable populations.
- Increasing student engagement, SEL support, and sense of belonging.

## Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL Certified Staffing has been reduced for the 25-26 school year which means either instructional groups will increase in numbers/size (teacher:student ratio) or instructional time for each class will be reduced.	YES administration will be pocketing the students who performed lower on the WIDA assessment in 24-25 to ensure that the EL teacher can provide support to those students in a co-teaching environment.
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<p><b>Migrant/Title1-C Eligible</b></p>	<p>EL Certified Staffing has been reduced for the 25-26 school year which means either instructional groups will increase in numbers/size (teacher:student ratio) or instructional time for each class will be reduced.</p> <p>Additionally, absences and tardies may be frequent for this subgroup of students, as their home lives lack consistency. When a student is absent or tardy, instructional time is lost.</p>	<p>YES administration will be pocketing the students who performed lower on the WIDA assessment in 24-25 to ensure that the EL teacher can provide support to those students in a co-teaching environment.</p> <p>Relationships and communication between administration and counselor with parents will help parents value instructional time within the school setting. If students are late, staff ensures that students have had breakfast or have the opportunity to get breakfast from the lunchroom before beginning class time. Weekend food is sent home through Healthy Communities Coalition.</p>
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<p><b>Students with IEPs</b></p>	<p>We have seen a recent increase in SED eligibility and learning disabilities with Dyslexia within our student body.</p>	<p>With the additional .5 certified teacher position within Resource, we can provide smaller instructional groups for students with IEPs and/or more time in classrooms for co-teaching with Gen Ed teachers. With this additional staffing, we can also provide programs and specific guidance to help students who are eligible under SED or Learning Disability with Dyslexia.</p>

# Problem Statements Identifying Connectedness Needs

## Problem Statement

## Critical Root Cause

1



YES Staff have different expectations for behavior and social skills than they are accustomed to outside of school, which impacts all aspects of learning including Work Based Learning Opportunities.

-Families don't know the details about our behavior and social expectations -Families have not been provided details on how to support school expectations when at home -Students who do not attend school regularly have a difficult time adapting to YES social and behavioral expectations -Students who are struggling to comprehend expectations cannot access the benefits of WBL opportunities within the school setting.

 = Priority



# Priority Problem Statements

## Problem Statement

## Critical Root Cause

1  
★

Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits)

-Student Behaviors impact instruction time for individual students as well as whole groups of students within classrooms -Teachers may lack efficacy with curriculum -Teachers may lack efficacy in the area of differentiating instruction.  
-24 % Chronic Absenteeism rate for students in 2024-2025 (down from 41.2% in 2023-2024) -Long Term Substitutes are filling certified teacher openings

2  
★

Teachers at YES are inconsistently using iReady Personalized Instruction to support students' individual academic needs.

-Monitoring student engagement while logged into iReady is challenging for some teachers/students - Teacher confidence is inconsistent with the iReady and HMH curriculums

3  
★

YES Staff have different expectations for behavior and social skills than they are accustomed to outside of school, which impacts all aspects of learning including Work Based Learning Opportunities.

-Families don't know the details about our behavior and social expectations -Families have not been provided details on how to support school expectations when at home -Students who do not attend school regularly have a difficult time adapting to YES social and behavioral expectations  
-Students who are struggling to comprehend expectations cannot access the benefits of WBL opportunities within the school setting.

★ = Priority



# Data Documentation for CNA

# Data Documentation for CNA

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

## Student Success

- Curriculum Based Measures
- Early reading assessment results
- End-of-Unit Assessments
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- MyPath
- Smarter Balanced (SBAC)
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs

## Adult Learning Culture

- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Walk-through data

## Connectedness

- Attendance
- Behavior
- Demographic data
- Home Visits



**PBIS/MTSS data**



**Social Emotional Learning Data**



# 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:** iReady Reading Diagnostic Assessments, taken in Fall, Winter and Spring by all students K-4.

## Improvement Strategy 1

58% of Yerington Elementary School students will make Typical Growth on the iReady Diagnostic Reading assessment, as measured from Fall 2025 to Spring 2026 by completing 30 + minutes per week, completing lessons within their Path within Personalized Instruction in iReady.

### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers will facilitate time for students to complete 30-45 minutes of Personalized Instruction each week	Teachers Administration	weekly
2	Weekly reports sent to teachers about Personalized Instruction to help.	Administration	weekly
3	Personalized Instruction is the focus of PLCs every other week. Teachers will examine participation data and lesson results, and update the scoreboard.	Administration Teachers	bi-monthly
4	Growth and benchmark incentives given to students who either make benchmark on the diagnostic assessments or are higher than typical growth for that testing period; to be funded with Title I resources.	Administration	three times per year after diagnostic testing

**Position Responsible:** Administration, Teachers

**Resources Needed:** 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:** Student Success 1 - Adult Learning Culture 1 - Connectedness 1

**Schoolwide and Targeted Assistance Title I Element:** 2.4, 2.5, 2.6

**Status Checks**

In progress

**November**

**January**

**May**

**Improvement Strategy 2**

58% of Yerington Elementary School students will make Typical Growth on the iReady Diagnostic Math assessment, as measured from Fall 2025 to Spring 2026 by completing 30 + minutes per week, completing lessons within their Path within Personalized Instruction in iReady.

**Actions for Implementation**

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers will facilitate time for students to complete 30-45 minutes of Personalized Instruction each week	Teachers Administration	weekly
2	Weekly reports sent to teachers about Personalized Instruction to help.	Administration	weekly
3	Personalized Instruction is the focus of PLCs every other week. Teachers will examine participation data and lesson results, and update the scoreboard.	Administration Teachers	bi-Monthly
4	Growth and benchmark incentives given to students who either make benchmark on the diagnostic assessments or are higher than typical growth for that testing period; to be funded with Title I resources.	Administration	three times per year after diagnostic testing

**Position Responsible:** Administration, Teachers

**Resources Needed:** 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:** Student Success 1 - Adult Learning Culture 1 - Connectedness 1

**Status Checks**

In progress

**November**

**January**

**May**

## SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement	Root Cause
1 Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits)	-Student Behaviors impact instruction time for individual students as well as whole groups of students within classrooms -Teachers may lack efficacy with curriculum -Teachers may lack efficacy in the area of differentiating instruction. -24 % Chronic Absenteeism rate for students in 2024-2025 (down from 41.2% in 2023-2024) -Long Term Substitutes are filling certified teacher openings

## SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement	Root Cause
1 Teachers at YES are inconsistently using iReady Personalized Instruction to support students' individual academic needs.	-Monitoring student engagement while logged into iReady is challenging for some teachers/students -Teacher confidence is inconsistent with the iReady and HMH curriculums

## SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement	Root Cause
1 YES Staff have different expectations for behavior and social skills than they are accustomed to outside of school, which impacts all aspects of learning including Work Based Learning Opportunities.	-Families don't know the details about our behavior and social expectations - Families have not been provided details on how to support school expectations when at home -Students who do not attend school regularly have a difficult time adapting to YES social and behavioral expectations -Students who are struggling to comprehend expectations cannot access the benefits of WBL opportunities within the school setting.

## 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:** School Links

Pathful

Staff reporting on guest speakers and work-based in person experiences

### Improvement Strategy 1

Yerington Elementary School Teachers and counselors will increase awareness and engagement of all stakeholders by documenting WBL experiences that their students take part in within HMH, i-Ready, School Links, and in-person experiences.

**Actions for Implementation**

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	YES School Counselor will create a Google Survey that teachers will access to document WBL experiences offered to their students	YES School Counselor Teachers Administration	Create Survey by August 29, teachers access as applicable throughout the 2025-26 school year
2	YES Staff will access SchoolLinks to provide students a resource to explore various careers and experiences.	YES School Counselor Teachers Administration	Monthly

**Position Responsible:** YES School Counselor, Teachers, Administration

**Resources Needed:** computer and internet to access survey  
Approval from Administration and District Office for visitors and field trips  
Funding for field trips  
Visitors to YES

**Evidence Level**

**Level 2: Moderate:**  
Work Based Learning

**Problem Statements:** Student Success 1 - Adult Learning Culture 1 - Connectedness 1

**Schoolwide and Targeted Assistance Title I Element:** 2.4, 2.5, 2.6

**Status Checks**

In progress

**November**

**January**

**May**

## SMART Goal 2 Problem Statements Identifying Student Success

Problem Statement	Root Cause
1 Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits)	-Student Behaviors impact instruction time for individual students as well as whole groups of students within classrooms -Teachers may lack efficacy with curriculum -Teachers may lack efficacy in the area of differentiating instruction. -24 % Chronic Absenteeism rate for students in 2024-2025 (down from 41.2% in 2023-2024) -Long Term Substitutes are filling certified teacher openings

## SMART Goal 2 Problem Statements Identifying Adult Learning Culture

Problem Statement	Root Cause
1 Teachers at YES are inconsistently using iReady Personalized Instruction to support students' individual academic needs.	-Monitoring student engagement while logged into iReady is challenging for some teachers/students -Teacher confidence is inconsistent with the iReady and HMH curriculums

## SMART Goal 2 Problem Statements Identifying Connectedness

Problem Statement	Root Cause
1 YES Staff have different expectations for behavior and social skills than they are accustomed to outside of school, which impacts all aspects of learning including Work Based Learning Opportunities.	-Families don't know the details about our behavior and social expectations - Families have not been provided details on how to support school expectations when at home -Students who do not attend school regularly have a difficult time adapting to YES social and behavioral expectations -Students who are struggling to comprehend expectations cannot access the benefits of WBL opportunities within the school setting.

## 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:** School Links

Pathful

Staff reporting on guest speakers and work-based in-person experiences

### Improvement Strategy 1

Yerington Elementary School Teachers and counselors will increase student engagement by documenting WBL experiences that their students take part in within HMH, i-Ready, School Links, and in-person experiences.

**Actions for Implementation**

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	YES School Counselor will create a Google Survey that teachers will access to document WBL experiences offered to their students	YES School Counselor Teachers Administration	Create Survey by August 29, teachers access as applicable throughout the 2025-26 school year
2	YES Staff will access SchoolLinks to provide students a resource to explore various careers and experiences.	YES School Counselor Teachers Administration	Monthly

**Position Responsible:** YES School Counselor, Teachers, Administration

**Resources Needed:** computer and internet to access survey  
Approval from Administration and District Office for visitors and field trips  
Funding for field trips  
Visitors to YES

**Evidence Level**

**Level 2: Moderate:**  
Work Based Learning

**Problem Statements:** Student Success 1 - Adult Learning Culture 1 - Connectedness 1

**Schoolwide and Targeted Assistance Title I Element:** 2.4, 2.5, 2.6

**Status Checks**

In progress

**November**

**January**

**May**

### SMART Goal 3 Problem Statements Identifying Student Success

Problem Statement	Root Cause
1 <p data-bbox="318 203 841 323">Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits)</p>	<p data-bbox="891 203 1425 546">-Student Behaviors impact instruction time for individual students as well as whole groups of students within classrooms -Teachers may lack efficacy with curriculum -Teachers may lack efficacy in the area of differentiating instruction. -24 % Chronic Absenteeism rate for students in 2024-2025 (down from 41.2% in 2023-2024) -Long Term Substitutes are filling certified teacher openings</p>

### SMART Goal 3 Problem Statements Identifying Adult Learning Culture

Problem Statement	Root Cause
1 <p data-bbox="318 737 854 856">Teachers at YES are inconsistently using iReady Personalized Instruction to support students' individual academic needs.</p>	<p data-bbox="891 737 1406 892">-Monitoring student engagement while logged into iReady is challenging for some teachers/students -Teacher confidence is inconsistent with the iReady and HMH curriculums</p>

### SMART Goal 3 Problem Statements Identifying Connectedness

Problem Statement	Root Cause
1 <p data-bbox="318 1085 857 1241">YES Staff have different expectations for behavior and social skills than they are accustomed to outside of school, which impacts all aspects of learning including Work Based Learning Opportunities.</p>	<p data-bbox="891 1085 1430 1459">-Families don't know the details about our behavior and social expectations - Families have not been provided details on how to support school expectations when at home -Students who do not attend school regularly have a difficult time adapting to YES social and behavioral expectations -Students who are struggling to comprehend expectations cannot access the benefits of WBL opportunities within the school setting.</p>

# Inquiry Area 2

## Adult Learning Culture

### SMART Goal 1

100% of Yerington Elementary School Teachers will examine Personalized Instruction data bi-weekly at PLC meetings to make decisions on how to differentiate their instruction to meet individual student academic needs.

**Formative Measures:** iReady Personalized Instruction data

### Improvement Strategy 1

YES PLC collaboration will focus on iReady Personalized Instruction data examination bi-weekly.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers will work in grade level teams to examine and analyze iReady Personalized Instruction for the previous two weeks.	Administration Teachers	Bi-Monthly
2	Teachers will update scoreboard to track number of students who have 30 or more minutes of Personalized Instruction	Teachers	Bi-Monthly
3	Teachers will examine and analyze student performance on number of lessons passed within iReady Personalized Instruction	Teachers	Bi-Monthly

**Position Responsible:** Administration, Teachers

**Resources Needed:** iReady Personalized Instruction data

#### Evidence Level

**Level 2: Moderate:**

Data-Driven Collaborative Instruction

**Problem Statements:** Student Success 1 - Adult Learning Culture 1 - Connectedness 1

#### Status Checks

In progress

## SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement	Root Cause
<p>1 Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits)</p>	<p>-Student Behaviors impact instruction time for individual students as well as whole groups of students within classrooms -Teachers may lack efficacy with curriculum -Teachers may lack efficacy in the area of differentiating instruction. -24 % Chronic Absenteeism rate for students in 2024-2025 (down from 41.2% in 2023-2024) -Long Term Substitutes are filling certified teacher openings</p>

## SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement	Root Cause
<p>1 Teachers at YES are inconsistently using iReady Personalized Instruction to support students' individual academic needs.</p>	<p>-Monitoring student engagement while logged into iReady is challenging for some teachers/students -Teacher confidence is inconsistent with the iReady and HMH curriculums</p>

## SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement	Root Cause
<p>1 YES Staff have different expectations for behavior and social skills than they are accustomed to outside of school, which impacts all aspects of learning including Work Based Learning Opportunities.</p>	<p>-Families don't know the details about our behavior and social expectations - Families have not been provided details on how to support school expectations when at home -Students who do not attend school regularly have a difficult time adapting to YES social and behavioral expectations -Students who are struggling to comprehend expectations cannot access the benefits of WBL opportunities within the school setting.</p>

## SMART Goal 2

100% of Yerington Elementary Teachers will be offered monthly Professional Development from our Teacher Leaders that focus on using iReady reports to analyze student performance that will be used to differentiate instruction.

## Improvement Strategy 1

Provide Support to teachers using iReady data to differentiate instruction

### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teacher Leaders will offer monthly PD sessions to teachers, focusing on using iReady data to differentiate instruction to meet student needs	Teacher Leaders	Monthly

**Position Responsible:** Teacher Leaders, Administrators

**Resources Needed:** iReady Data, iReady Curriculum

### Evidence Level

**Level 2: Moderate:**  
Data-Driven Collaborative Instruction

**Problem Statements:** Student Success 1 - Adult Learning Culture 1 - Connectedness 1

### Status Checks

In progress

**November**

**January**

**May**

## SMART Goal 2 Problem Statements Identifying Student Success

Problem Statement	Root Cause
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## SMART Goal 2 Problem Statements Identifying Adult Learning Culture

Problem Statement	Root Cause
1 <p data-bbox="318 737 854 856">Teachers at YES are inconsistently using iReady Personalized Instruction to support students' individual academic needs.</p>	<p data-bbox="891 737 1409 892">-Monitoring student engagement while logged into iReady is challenging for some teachers/students -Teacher confidence is inconsistent with the iReady and HMH curriculums</p>

## SMART Goal 2 Problem Statements Identifying Connectedness

Problem Statement	Root Cause
1 <p data-bbox="318 1087 857 1241">YES Staff have different expectations for behavior and social skills than they are accustomed to outside of school, which impacts all aspects of learning including Work Based Learning Opportunities.</p>	<p data-bbox="891 1087 1430 1459">-Families don't know the details about our behavior and social expectations - Families have not been provided details on how to support school expectations when at home -Students who do not attend school regularly have a difficult time adapting to YES social and behavioral expectations -Students who are struggling to comprehend expectations cannot access the benefits of WBL opportunities within the school setting.</p>

#### 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:** Attendance reports  
Early Warning System  
MTSS for Attendance  
Intervention logs  
CCRI  
Home Visits and Family Engagement

#### Improvement Strategy 1

Yerington Elementary School will reduce the chronic absenteeism rate by 10% from the 2024-2025 school year to the 2025-2026 school year by utilizing data, utilizing district-provided curriculum (HMH, iReady) in our instruction, engaging families, and providing early intervention to improve attendance.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Weekly report of students' attendance who are flagged as chronically absent in 2024-2025 school year and have weekly in-person attendance check-ins with students. Incentives offered for grade levels with the lowest chronic absenteeism, to be funded with Title I resources.	Administrators	Weekly

**Position Responsible:** Administration

**Resources Needed:** Infinite Campus Student Attendance Reports  
MTSS Teams  
College and Career Readiness Interventionists  
School Resource Officers  
Expanded in-person and telehealth Mental health Resources in Schools.

#### Evidence Level

**Level 1: Strong:**  
Early Intervention

**Problem Statements:** Student Success 1 - Adult Learning Culture 1 - Connectedness 1

**Schoolwide and Targeted Assistance Title I Element:** 2.4, 2.5, 2.6, 4.1, 4.2

## Status Checks

In progress

**November**

**January**

**May**

## Improvement Strategy 2

YES will recognize students in the 2025-2026 school year, for regular school attendance every quarter

### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Students with 3 or less absences per quarter will have their picture posted on campus to celebrate and honor regular attendance. Incentives offered for grade levels with the best absenteeism rates, to be funded with Title I resources.	Administration	Quarterly

**Position Responsible:** Administrator

**Resources Needed:** Infinite Campus attendance reports

### Evidence Level

**Level 1: Strong:**  
Early Intervention

**Problem Statements:** Student Success 1 - Adult Learning Culture 1 - Connectedness 1

## Status Checks

In progress

**November**

**January**

**May**

## SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement	Root Cause
<p>1 Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits)</p>	<p>-Student Behaviors impact instruction time for individual students as well as whole groups of students within classrooms -Teachers may lack efficacy with curriculum -Teachers may lack efficacy in the area of differentiating instruction. -24 % Chronic Absenteeism rate for students in 2024-2025 (down from 41.2% in 2023-2024) -Long Term Substitutes are filling certified teacher openings</p>

## SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement	Root Cause
<p>1 Teachers at YES are inconsistently using iReady Personalized Instruction to support students' individual academic needs.</p>	<p>-Monitoring student engagement while logged into iReady is challenging for some teachers/students -Teacher confidence is inconsistent with the iReady and HMH curriculums</p>

## SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement	Root Cause
<p>1 YES Staff have different expectations for behavior and social skills than they are accustomed to outside of school, which impacts all aspects of learning including Work Based Learning Opportunities.</p>	<p>-Families don't know the details about our behavior and social expectations - Families have not been provided details on how to support school expectations when at home -Students who do not attend school regularly have a difficult time adapting to YES social and behavioral expectations -Students who are struggling to comprehend expectations cannot access the benefits of WBL opportunities within the school setting.</p>