

**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
<b>Foster/Homeless</b>	<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>
<b>Free and Reduced Lunch</b>	<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>
<b>Migrant/Title1-C Eligible</b>	<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>
<b>Racial/Ethnic Minorities</b>	<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>
<b>Students with IEPs</b>	<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.

# 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
<b>Migrant/Title1-C Eligible</b>	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.
<b>Racial/Ethnic Minorities</b>	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.
<b>Students with IEPs</b>	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 to 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

# 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		
<b>Improvement Strategy 1:</b> 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.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
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			
<b>Position Responsible:</b> staff and administration						
<b>Resources Needed:</b> MAP data, PLC team for staff meetings, department meeting time, and scheduled pre and post conferences						
<b>Evidence Level</b> Level 2: Moderate: Data driver instruction						
<b>Problem Statements/Critical Root Cause:</b> Student Success 1						

## SMART Goal 1 Problem Statements:

Student Success
<b>Problem Statement 1:</b> 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. <b>Critical Root Cause:</b> 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 5% 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 with 1945 student participating in those 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		
<b>Improvement Strategy 1:</b> 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.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
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			
<b>Position Responsible:</b> staff, counselor & administrators						
<b>Resources Needed:</b> PD for School Links						
<b>Evidence Level</b>						
Level 2: Moderate: Work Base Learning						
<b>Problem Statements/Critical Root Cause:</b> Student Success 1						

## SMART Goal 2 Problem Statements:

Student Success
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<p><b>Problem Statement 1:</b> 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. <b>Critical Root Cause:</b> Lack on tier 1 instruction that includes goal setting, meta cognition, and learning scales for students in all classrooms.</p>
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## Inquiry Area 1: Student Success

**SMART Goal 3:** YHS will increase the graduation rate from 94.68% to 95.5% by the end of the 2025/2026 school year.

**Formative Measures:** 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																										
<b>Improvement Strategy 1:</b> Academic supports and interventions needed to ensure the success of all students. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Review early warning system/CCRI data</td><td>CCRI and administration</td><td>weekly for MTSS meetings</td></tr><tr><td>2</td><td>After school tutoring</td><td>staff and administration</td><td>start tutoring after first 3 weeks of school for the remainder of the school year</td></tr><tr><td>3</td><td>Parent/student meetings</td><td>administration</td><td>as needed, weekly</td></tr><tr><td>4</td><td>Review failure rates</td><td>administration</td><td>weekly, every Monday</td></tr><tr><td>5</td><td>Seniors enrolled in credit recovery class during school year</td><td>counselor and administration</td><td>year long</td></tr></table> <p><b>Position Responsible:</b> CCRI, staff and administration <b>Resources Needed:</b> Title 1 funds for after school tutoring <b>Evidence Level</b> Level 2: Moderate: strong academic supports and interventions <b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	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	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline																							
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Nov	Jan	May																												
No review	No review																													

### SMART Goal 3 Problem Statements:

Student Success
<b>Problem Statement 1:</b> 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. <b>Critical Root Cause:</b> Lack on tier 1 instruction that includes goal setting, meta cognition, and learning scales for students in all classrooms.



## **Inquiry Area 2: Adult Learning Culture**

**SMART Goal 1:** YHS teachers will be taking a deeper drive into the NEPF instructional standards along with the Portrait of a Learner to create stronger supports for students and their learning. Through learning scales and goals along with differentiation, students can own more of their learning and teachers will be better equipped to help students with their learning gaps. YHS will increase the percentage of college bound students in grade eleven (11) who will earn a composite score of 16-36 on the ACT by 2%

from the 2024/2025 school year to the 2025/2026 school year. 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.

**Formative Measures:** YHS administration will be collecting observation data that includes more choices for students to demonstrate mastery of standards, differentiation, and learning goals and scales that will help with post conferences as well as the staff as a whole.

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews		
<b>Improvement Strategy 1:</b> YHS will focus on rigorous coursework, differentiation, along with goal setting and learning scaled that includes progress monitoring.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
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 differentiation and learning goals and scales.	Teachers and administrators	year long			
2	ACT WorkKeys	Teachers and administrators	year long			
3	Parent University regarding the ACT and ACT Work Keys to provide more knowledge for families and students along with what teachers are doing in the classrooms through NEPF to support students with the ACT and ACT Work Keys	Teachers, counselors, and administrators	November			
4	ACT Work Keys PD for staff	District and administrators	fall, 2025			
5	ACT practice exams	Teachers and administrators	fall, 2025 & early spring, 2026			
6	Completion of ACT Work Keys exams for 10th graders	Teachers and administrators	spring, 2026			
<b>Position Responsible:</b> teachers and administrators <b>Resources Needed:</b> ACT Work Keys curriculum for students and teachers, PLC time to discuss curricula and roll out of the ACT Work Keys  <b>Evidence Level</b> Level 2: Moderate: ACT WorkKeys and Instructional Strategies <b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1						

### SMART Goal 1 Problem Statements:

Adult Learning Culture
<b>Problem Statement 1:</b> 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. <b>Critical Root Cause:</b> 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.

### Inquiry Area 3: Connectedness

**SMART Goal 1:** YHS will 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 trancies, 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																						
<b>Improvement Strategy 1:</b> Utilizing data, YHS will engage with students and families daily to provide early intervention to improve attendance and avoid chronic absenteeism. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><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></table> <p><b>Position Responsible:</b> MTSS team, attendance secretary, administration <b>Resources Needed:</b> intervention template/communication log <b>Evidence Level</b> Level 2: Moderate: early intervention <b>Problem Statements/Critical Root Cause:</b> 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	Status Check		EOY Reflection	
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3	Monitor attendance on a weekly basis	MTSS team, attendance secretary, and assistant principal	weekly																							
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.