

**Lyon County School District**

**Yerington Elementary School**

**2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies**



# 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

## 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:

[https://nevadareportcard.nv.gov/DI/nv/lyon/yerington\\_elementary\\_school/2024](https://nevadareportcard.nv.gov/DI/nv/lyon/yerington_elementary_school/2024)

Yerington Elementary School is a Pre-Kindergarten to 4th grade school located within Lyon County School District (Lyon CSD). Lyon CSD enrolls over 9,000 students and has over 1,100 staff members, making it the fourth largest school district in Nevada. Yerington is a rural community, with agriculture being a large component of our community's workforce.

At Yerington Elementary School, we have 485 students in PreK-4th grades, and we pride ourselves on being a diverse school with students from many different racial and cultural backgrounds, socio-economic status categories, and social experiences. YES Staff are dedicated to collaborating with families to help all students be successful in their academic and social goals both at school and in life.

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# 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.

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews		
<b>Improvement Strategy 1:</b> 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.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
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			
<b>Position Responsible:</b> Administration, Teachers <b>Resources Needed:</b> 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)						
<b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Evidence Level</b> Level 2: Moderate: Data Driven Instruction <b>Problem Statements/Critical Root Cause:</b> Student Success 1 - Adult Learning Culture 1 - Connectedness 1						

Improvement Strategy 2 Details				Reviews		
<b>Improvement Strategy 2:</b> 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.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
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			
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<b>Evidence Level</b> Level 2: Moderate: Data Driven Instruction						
<b>Problem Statements/Critical Root Cause:</b> Student Success 1 - Adult Learning Culture 1 - Connectedness 1						

### SMART Goal 1 Problem Statements:

Student Success
<b>Problem Statement 1:</b> Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits) <b>Critical Root Cause:</b> - 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

### Adult Learning Culture

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

### Connectedness

**Problem Statement 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. **Critical Root Cause:** -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.

**Inquiry Area 1: Student Success**

**SMART Goal 2:** Lyon County School District will increase the total number of K-12 work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.

**Formative Measures:** School Links  
Pathful  
Staff reporting on guest speakers and work-based in person experiences

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews														
<b>Improvement Strategy 1:</b> 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. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>YES School Counselor will create a Google Survey that teachers will access to document WBL experiences offered to their students</td><td>YES School Counselor Teachers Administration</td><td>Create Survey by August 29, teachers access as applicable throughout the 2025-26 school year</td></tr><tr><td>2</td><td>YES Staff will access SchooLinks to provide students a resource to explore various careers and experiences.</td><td>YES School Counselor Teachers Administration</td><td>Monthly</td></tr></table> <p><b>Position Responsible:</b> YES School Counselor, Teachers, Administration</p> <p><b>Resources Needed:</b> computer and internet to access survey Approval from Administration and District Office for visitors and field trips Funding for field trips Visitors to YES</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Evidence Level</b> Level 2: Moderate: Work Based Learning</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1 - Adult Learning Culture 1 - Connectedness 1</p>				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 SchooLinks to provide students a resource to explore various careers and experiences.	YES School Counselor Teachers Administration	Monthly	Status Check		EOY Reflection
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**SMART Goal 2 Problem Statements:**



### Student Success

**Problem Statement 1:** Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits) **Critical Root Cause:** - 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

### Adult Learning Culture

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

### Connectedness

**Problem Statement 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. **Critical Root Cause:** -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.

## Inquiry Area 1: Student Success

**SMART Goal 3:** Lyon County School District will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

**Formative Measures:** School Links

Pathful

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

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews		
<b>Improvement Strategy 1:</b> 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.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
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			
<b>Position Responsible:</b> YES School Counselor, Teachers, Administration <b>Resources Needed:</b> computer and internet to access survey Approval from Administration and District Office for visitors and field trips Funding for field trips Visitors to YES  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Evidence Level</b> Level 2: Moderate: Work Based Learning <b>Problem Statements/Critical Root Cause:</b> Student Success 1 - Adult Learning Culture 1 - Connectedness 1						

## SMART Goal 3 Problem Statements:

### Student Success

**Problem Statement 1:** Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits) **Critical Root Cause:** - 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

### Adult Learning Culture

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

### Connectedness

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**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

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews																		
<b>Improvement Strategy 1:</b> YES PLC collaboration will focus on iReady Personalized Instruction data examination bi-weekly. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Teachers will work in grade level teams to examine and analyze iReady Personalized Instruction for the previous two weeks.</td><td>Administration Teachers</td><td>Bi-Monthly</td></tr><tr><td>2</td><td>Teachers will update scoreboard to track number of students who have 30 or more minutes of Personalized Instruction</td><td>Teachers</td><td>Bi-Monthly</td></tr><tr><td>3</td><td>Teachers will examine and analyze student performance on number of lessons passed within iReady Personalized Instruction</td><td>Teachers</td><td>Bi-Monthly</td></tr></table> <p><b>Position Responsible:</b> Administration, Teachers</p> <p><b>Resources Needed:</b> iReady Personalized Instruction data</p> <p><b>Evidence Level</b> Level 2: Moderate: Data-Driven Collaborative Instruction</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1 - Adult Learning Culture 1 - Connectedness 1</p>				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	Status Check		EOY Reflection
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### Connectedness

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## Inquiry Area 2: Adult Learning Culture

**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.

**Formative Measures:** Teacher attendance scoreboard for monthly PD sessions

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews										
<b>Improvement Strategy 1:</b> Provide Support to teachers using iReady data to differentiate instruction <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Teacher Leaders will offer monthly PD sessions to teachers, focusing on using iReady data to differentiate instruction to meet student needs</td><td>Teacher Leaders</td><td>Monthly</td></tr></table> <p><b>Position Responsible:</b> Teacher Leaders, Administrators</p> <p><b>Resources Needed:</b> iReady Data, iReady Curriculum</p> <p><b>Evidence Level</b> Level 2: Moderate: Data-Driven Collaborative Instruction</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1 - Adult Learning Culture 1 - Connectedness 1</p>				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	Status Check		EOY Reflection
				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							
				Nov	Jan	May								
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### SMART Goal 2 Problem Statements:

Student Success
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### Connectedness

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### Inquiry Area 3: Connectedness

**SMART Goal 1:** Lyon County School District will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

**Formative Measures:** Attendance reports

Early Warning System

MTSS for Attendance

Intervention logs

CCRI

Home Visits and Family Engagement

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews		
<b>Improvement Strategy 1:</b> 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.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
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			
<b>Position Responsible:</b> Administration <b>Resources Needed:</b> 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.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>Evidence Level</b> Level 1: Strong: Early Intervention <b>Problem Statements/Critical Root Cause:</b> Student Success 1 - Adult Learning Culture 1 - Connectedness 1						



Improvement Strategy 2 Details				Reviews										
Improvement Strategy 2: YES will recognize students in the 2025-2026 school year, for regular school attendance every quarter  <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>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.</td><td>Administration</td><td>Quarterly</td></tr></table> <b>Position Responsible:</b> Administrator <b>Resources Needed:</b> Infinite Campus attendance reports  <b>Evidence Level</b> Level 1: Strong: Early Intervention  <b>Problem Statements/Critical Root Cause:</b> Student Success 1 - Adult Learning Culture 1 - Connectedness 1				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	Status Check		EOY Reflection
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