

Lyon County School District

Sutro Elementary School

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I



Mission Statement

Sutro Elementary School fosters learning for life, empowers connected learners, promotes student ownership, and encourages discovery learning for success in a rapidly evolving world.

Vision

Prepare all students with the foundation needed to be college, career, and life successful.

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

Sutro Students work hard and are eager to do their best. We have incorporated a clubs program into our school's schedule to allow for enrichment and student exploration. Students and teachers report that these enrichment opportunities are a positive addition to our school and help expose our students to career and technical education. Academically, students have shown great growth in mathematics as measured by i-Ready Diagnostic Exams; however, those results have not been reflected on our SBAC scores. Daily intervention blocks during the school day have helped Sutro students maintain their current academic levels on MAP assessments and close achievement gaps. However, there has not been a consistent increase in academic achievement scores. Students in grades 5 and 6 have shown higher levels of growth than our students in grades 3-4 we believe this is due to a robust intervention process for those grades.

Student Success Areas for Growth

Students at Sutro Elementary School continue to work diligently towards mastery of grade level expectations; however, our assessment results are illustrating inadequate academic achievement from our students.

Spring 2025 iReady Reading Diagnostic Assessments

- 43% of students scored in the early to mid/above grade level range.
- 24% of students scored in the "2 or more grade levels below" range.

Spring 2025 iReady Math Diagnostic Assessments

- 45% of students scored in the early to mid/above grade level range.
- 17% of students scored in the "2 or more grade levels below" range.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	<ul style="list-style-type: none"> • Tier 1 teacher instruction does not reflect evidence-based strategies and high rigor discourse needed for these assessments. • There is a need for explicit phonics and phonemic awareness instruction. • Key components of the ELD framework are not being utilized effectively in our classrooms. • There is a need for consistent high quality professional development to increase teacher' knowledge and skills to deliver effective evidence-based English language strategies that support the ELD framework. 	<ul style="list-style-type: none"> • Targeted, high quality professional development to support tier 1 teachers in delivering quality instruction. • PLC focus on components of the ELD framework. • Targeted interventions based on individualized needs of students and remediation opportunities will be implemented schoolwide. • Continue implementing the Into Reading curriculum by HMH, which is based on the science of reading and contains structured literacy components that teach and develop foundational skills.
Foster/Homeless	<p>These students have shown high rates of transiency and typically have a need for academic remediation. Many of these students have experienced trauma and require SEL and MTSS Supports.</p> <ul style="list-style-type: none"> • Tier 1 teacher instruction does not reflect evidence-based strategies and high rigor discourse needed for these assessments. 	<ul style="list-style-type: none"> • Targeted, high quality professional development to support tier 1 teachers in delivering quality instruction. • Targeted interventions based on individualized needs of students and remediation opportunities will be implemented schoolwide. • Continue implementing the Into Reading curriculum by HMH, which is based on the science of reading and contains structured literacy components that teach and develop foundational skills. • MTSS systems and Student Study Teams (SST) are used to identify the needs of unsuccessful students and plan for supports, documentation, and progress monitoring of student success. • Social Emotional Learning topics are embedded within the HMH curriculum and covered during ELA blocks.
Free and Reduced Lunch	<ul style="list-style-type: none"> • Students are not making expected growth on district and state assessments. • Tier 1 teacher instruction does not reflect evidence-based strategies and high rigor discourse needed for these assessments. • There is a need for explicit phonics and phonemic awareness instruction. • There is a need for consistent high quality professional development to increase teacher' knowledge and skills to deliver effective evidence-based instruction. 	<ul style="list-style-type: none"> • Targeted, high quality professional development to support tier 1 teachers in delivering quality instruction. • Targeted interventions based on individualized needs of students and remediation opportunities will be implemented schoolwide. • Continue implementing the Into Reading curriculum by HMH, which is based on the science of reading and contains structured literacy components that teach and develop foundational skills.
Migrant/Title1-C Eligible	NA	NA

Student Group	Challenge	Solution
Racial/Ethnic Minorities	<ul style="list-style-type: none"> • Students are not making expected growth on district and state assessments. • Tier 1 teacher instruction does not reflect evidence-based strategies and high rigor discourse needed for these assessments. • There is a need for explicit phonics and phonemic awareness instruction. • There is a need for consistent high quality professional development to increase teacher' knowledge and skills to deliver effective evidence-based instruction. 	<ul style="list-style-type: none"> • Targeted, high quality professional development to support tier 1 teachers in delivering quality instruction. • Targeted interventions based on individualized needs of students and remediation opportunities will be implemented schoolwide. • Continue implementing the Into Reading curriculum by HMH, which is based on the science of reading and contains structured literacy components that teach and develop foundational skills.
Students with IEPs	<ul style="list-style-type: none"> • Students are not making expected growth on district and state assessments. • Tier 1 teacher instruction does not reflect evidence-based strategies and high rigor discourse needed for these assessments. • There is a need for explicit phonics and phonemic awareness instruction. • There is a need for consistent high quality professional development to increase teacher' knowledge and skills to deliver effective evidence-based instruction. • There is a need for collaboration time between general education teachers and special education teachers/case managers. 	<ul style="list-style-type: none"> • Targeted, high quality professional development to support tier 1 teachers in delivering quality instruction. • Targeted interventions based on individualized needs of students and remediation opportunities will be implemented schoolwide. • Continue implementing the Into Reading curriculum by HMH, which is based on the science of reading and contains structured literacy components that teach and develop foundational skills. • Structured time for general education teachers to meet with special education case managers.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Sutro students are not showing academic growth at appropriate levels

Critical Root Cause: Teachers are struggling to accurately identify the appropriate areas of content to provide remediation.

Problem Statement 2 (Prioritized): Students in grades 3 through 6 are not showing adequate achievement on required assessments and Reading Achievement Plans are not closing achievement gaps

Critical Root Cause: Intervention plans are not addressing the appropriate skills and/or the plans are not being monitored closely to determine the effectiveness of the intervention.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Sutro teachers are collaborative and implement school and district initiatives. The staff wants to learn and grow. They often request additional training and supplementary materials to improve the quality of instruction offered in their classrooms. As a school, there is a "can do attitude" and Sutro teachers tend to be creative problem solvers. Teams actively work towards collective teacher efficacy.

Adult Learning Culture Areas for Growth

Sutro has had professional development sessions on HMH Into Reading curriculum, RB3 requirements and monitoring plans, as well as i-Ready. The professional development offered on the Into Reading curriculum has been limited, and is likely causing issues with program fidelity. In the 2024-2025 year we consulted with Creative Leadership Solutions to receive training on effective PLC teams. Since that time we have experienced a large turnover in our teaching staff. Several Sutro teachers and both school administrators, are participating in LETRS training offered through the school district.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	<ul style="list-style-type: none">• Tier 1 teacher instruction does not reflect evidence-based strategies and high rigor discourse needed for these assessments.• There is a need for explicit phonics and phonemic awareness instruction.• Key components of the ELD framework are not being utilized effectively in our classrooms.• There is a need for consistent high quality professional development to increase teacher' knowledge and skills to deliver effective evidence-based English language strategies that support the ELD framework.	<ul style="list-style-type: none">• Targeted, high quality professional development to support tier 1 teachers in delivering quality instruction.• PLC focus on components of the ELD framework.

Student Group	Challenge	Solution
Foster/Homeless	<ul style="list-style-type: none"> • These students have shown high rates of transiency and typically have a need for academic remediation. Many of these students have experienced trauma and require SEL and MTSS Supports. • Tier 1 teacher instruction does not reflect evidence-based strategies and high rigor discourse needed for these assessments. 	<ul style="list-style-type: none"> • Targeted, high quality professional development to support tier 1 teachers in delivering quality instruction. • Targeted interventions based on individualized needs of students and remediation opportunities will be implemented schoolwide. • Continue implementing the Into Reading curriculum by HMM, which is based on the science of reading and contains structured literacy components that teach and develop foundational skills. • MTSS systems and Student Study Teams (SST) are used to identify the needs of unsuccessful students and plan for supports, documentation, and progress monitoring of student success. • Social Emotional Learning topics are embedded within the HMM curriculum and covered during ELA blocks.
Free and Reduced Lunch	<ul style="list-style-type: none"> • Students are not making expected growth on district and state assessments. • Tier 1 teacher instruction does not reflect evidence-based strategies and high rigor discourse needed for these assessments. • There is a need for explicit phonics and phonemic awareness instruction. • There is a need for consistent high quality professional development to increase teacher' knowledge and skills to deliver effective evidence-based instruction. 	<ul style="list-style-type: none"> • Targeted, high quality professional development to support tier 1 teachers in delivering quality instruction. • Targeted interventions based on individualized needs of students and remediation opportunities will be implemented schoolwide. • Continue implementing the Into Reading curriculum by HMM, which is based on the science of reading and contains structured literacy components that teach and develop foundational skills.
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities	<ul style="list-style-type: none"> • Students are not making expected growth on district and state assessments. • Tier 1 teacher instruction does not reflect evidence-based strategies and high rigor discourse needed for these assessments. • There is a need for explicit phonics and phonemic awareness instruction. • There is a need for consistent high quality professional development to increase teacher' knowledge and skills to deliver effective evidence-based instruction. 	<ul style="list-style-type: none"> • Targeted, high quality professional development to support tier 1 teachers in delivering quality instruction. • Targeted interventions based on individualized needs of students and remediation opportunities will be implemented schoolwide. • Continue implementing the Into Reading curriculum by HMM, which is based on the science of reading and contains structured literacy components that teach and develop foundational skills.

Student Group	Challenge	Solution
Students with IEPs	<ul style="list-style-type: none"> Students are not making expected growth on district and state assessments. Tier 1 teacher instruction does not reflect evidence-based strategies and high rigor discourse needed for these assessments. There is a need for explicit phonics and phonemic awareness instruction. There is a need for consistent high quality professional development to increase teacher' knowledge and skills to deliver effective evidence-based instruction. There is a need for collaboration time between general education teachers and special education teachers/case managers. 	<ul style="list-style-type: none"> Targeted, high quality professional development to support tier 1 teachers in delivering quality instruction. Targeted interventions based on individualized needs of students and remediation opportunities will be implemented schoolwide. Continue implementing the Into Reading curriculum by HMM, which is based on the science of reading and contains structured literacy components that teach and develop foundational skills. Structured time for general education teachers to meet with special education case managers.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): PLC meetings are not adequately addressing the needs of all students.

Critical Root Cause: Teachers are uncertain about how to efficiently use the data and organize students into groups to provide targeted interventions based on student needs.

Connectedness

Connectedness Areas of Strength

The staff at Sutro maintains positive personal relationships with all students. Student misbehaviors are addressed positively and our approaches are restorative in nature. Students and staff have had positive reactions to our club program. MTSS tier I and tier II systems are in place to support students with behavior expectations and academic needs.

Connectedness Areas for Growth

Sutro Elementary School has experienced high rates of chronic absenteeism. 26.2% of students missed 10% of school days or more. Sutro continues to implement a school-wide positive behaviors and supports program to support the multi-tiers system of support and positively address school expectations. To increase student engagement, the school implemented a weekly clubs program that allows for student choice and supports the portrait of a learner program adopted by the school district. We have struggled with maintaining high levels of parent engagement.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	<ul style="list-style-type: none">• The school struggles to involve the parents of English Learners in school events and activities.• The difference in language can sometimes slow down the communication with EL families• Attendance is a concern as many families travel during school times.	<ul style="list-style-type: none">• Parent Universities focused on helping connect the families of EL students to the school.• Contact specific families to assist in removing barriers to regular school attendance.• Clubs provide interesting student choice options to encourage student attendance.
Foster/Homeless	<ul style="list-style-type: none">• Too many students missing school and being deemed chronically absent.• Involving parents in school activities and events has been difficult.• Students feel disconnected when they miss school.• Students need reminders/reteaching of expectations after breaks or absences.	<ul style="list-style-type: none">• Communicate with families about the importance of regular attendance.• Contact families to assist in removing barriers to regular school attendance.• Continue teaching and reteaching expectations and using positive reinforcement when they are met.• Clubs provide interesting student choice options to encourage student attendance.

Student Group	Challenge	Solution
Free and Reduced Lunch	<ul style="list-style-type: none"> • Too many students missing school and being deemed chronically absent. • Involving parents in school activities and events has been difficult. • Students feel disconnected when they miss school. • Students need reminders/reteaching of expectations after breaks or absences. 	<ul style="list-style-type: none"> • Communicate with families about the importance of regular attendance. • Contact families to assist in removing barriers to regular school attendance. • Continue teaching and reteaching expectations and using positive reinforcement when they are met. • Clubs provide interesting student choice options to encourage student attendance.
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities	<ul style="list-style-type: none"> • Too many students missing school and being deemed chronically absent. • Involving parents in school activities and events has been difficult. • Students feel disconnected when they miss school. • Students need reminders/reteaching of expectations after breaks or absences. 	<ul style="list-style-type: none"> • Communicate with families about the importance of regular attendance. • Contact families to assist in removing barriers to regular school attendance. • Continue teaching and reteaching expectations and using positive reinforcement when they are met. • Clubs provide interesting student choice options to encourage student attendance.
Students with IEPs	<ul style="list-style-type: none"> • Too many students missing school and being deemed chronically absent. • Students miss critical instruction on their IEP goals when absent. • Involving parents in school activities and events has been difficult. • Students feel disconnected when they miss school. • Students need reminders/reteaching of expectations after breaks or absences. 	<ul style="list-style-type: none"> • Communicate with families about the importance of regular attendance. • Contact families to assist in removing barriers to regular school attendance. • Continue teaching and reteaching expectations and using positive reinforcement when they are met. • Clubs provide interesting student choice options to encourage student attendance.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Sutro Elementary School is experiencing high levels of chronic absenteeism.

Critical Root Cause: The perceptions of families have changed and families are not placing importance on regular school attendance.

Priority Problem Statements

Problem Statement 1: Sutro students are not showing academic growth at appropriate levels

Critical Root Cause 1: Teachers are struggling to accurately identify the appropriate areas of content to provide remediation.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Students in grades 3 through 6 are not showing adequate achievement on required assessments and Reading Achievement Plans are not closing achievement gaps

Critical Root Cause 2: Intervention plans are not addressing the appropriate skills and/or the plans are not being monitored closely to determine the effectiveness of the intervention.

Problem Statement 2 Areas: Student Success

Problem Statement 3: PLC meetings are not adequately addressing the needs of all students.

Critical Root Cause 3: Teachers are uncertain about how to efficiently use the data and organize students into groups to provide targeted interventions based on student needs.

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: Sutro Elementary School is experiencing high levels of chronic absenteeism.

Critical Root Cause 4: The perceptions of families have changed and families are not placing importance on regular school attendance.

Problem Statement 4 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- CTE
- Curriculum Based Measures
- Early childhood literacy and math data
- Early reading assessment results
- End-of-Unit Assessments
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- MyPath
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener

Adult Learning Culture

- Administrator evaluation
- Budgets/entitlements and expenditures data
- Class size averages by grade and subject
- Communications 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 Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership 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
- Teacher/Student Ratio
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Enrollment trends
- Mobility rate, including longitudinal data
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Tobacco, alcohol, and other drug-use data
- Violence and/or violence prevention records
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In grades K-6, at least 50% of students at Sutro Elementary School 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: School usage reports
Walk through observations

Aligns with District Goal

Improvement Strategy 1 Details				Reviews														
Improvement Strategy 1: Students will participate in targeted small group interventions for 45 minutes four times each week. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Targeted interventions based on identified student needs from assessment data.</td><td>Classroom teachers, School administration</td><td>After diagnostic assessments.</td></tr><tr><td>2</td><td>iReady diagnostics analyzed to separate students into intervention groups.</td><td>Classroom teachers,</td><td>Yearlong</td></tr></table> <p>Position Responsible: Classroom teachers, School administrators Resources Needed: iReady reading and math data, time, knowledge Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Problem Statements/Critical Root Cause: Student Success 1, 2</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Targeted interventions based on identified student needs from assessment data.	Classroom teachers, School administration	After diagnostic assessments.	2	iReady diagnostics analyzed to separate students into intervention groups.	Classroom teachers,	Yearlong	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline											
				1	Targeted interventions based on identified student needs from assessment data.	Classroom teachers, School administration	After diagnostic assessments.											
				2	iReady diagnostics analyzed to separate students into intervention groups.	Classroom teachers,	Yearlong											
Nov	Jan	May																
No review	No review																	

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: Sutro Elementary teachers will implement a structured iReady usage plan by allocating 45 minutes per week for each student to engage with their individualized learning path in the iReady Program.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Master schedule providing for a 45 minute intervention block each day.	School administration and classroom teachers.	Ongoing			
2	Monitor iReady usage reports for time and 80% passage rate.	School administration, classroom teachers	Ongoing			
Position Responsible: Teachers						
Problem Statements/Critical Root Cause: Student Success 1, 2						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Sutro students are not showing academic growth at appropriate levels Critical Root Cause: Teachers are struggling to accurately identify the appropriate areas of content to provide remediation.
Problem Statement 2: Students in grades 3 through 6 are not showing adequate achievement on required assessments and Reading Achievement Plans are not closing achievement gaps Critical Root Cause: Intervention plans are not addressing the appropriate skills and/or the plans are not being monitored closely to determine the effectiveness of the intervention.

Inquiry Area 1: Student Success

SMART Goal 2: Sutro Elementary School will increase the total number of K-6 grade work-based learning opportunities provided to all students by 5% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: School Links
Career Fair
Field Trips

Aligns with District Goal

Improvement Strategy 1 Details				Reviews														
Improvement Strategy 1: Sutro Elementary School teachers will introduce all students to the School Links program and allow students to explore interests through the tasks. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Introduce and train teachers on the School Links program</td><td>School administration, teachers</td><td>Yearlong</td></tr><tr><td>2</td><td>Allocate 30 minutes each week for K-2 and 45 minutes each week for grades 3-6 to complete the assigned tasks in School Links</td><td>Classroom teachers</td><td>Yearlong</td></tr></table> Resources Needed: School Links, time, training Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Problem Statements/Critical Root Cause: Student Success 1, 2				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Introduce and train teachers on the School Links program	School administration, teachers	Yearlong	2	Allocate 30 minutes each week for K-2 and 45 minutes each week for grades 3-6 to complete the assigned tasks in School Links	Classroom teachers	Yearlong	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline											
				1	Introduce and train teachers on the School Links program	School administration, teachers	Yearlong											
				2	Allocate 30 minutes each week for K-2 and 45 minutes each week for grades 3-6 to complete the assigned tasks in School Links	Classroom teachers	Yearlong											
Nov	Jan	May																
No review	No review																	

Improvement Strategy 2 Details				Reviews														
Improvement Strategy 2: Increase opportunities for students to explore career options. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Organize a career fair for students to interact with people from varying professions.</td><td>School admin, counselor, teachers, community</td><td>Ongoing</td></tr><tr><td>2</td><td>Students will participate in weekly clubs to explore areas of interest.</td><td>Teachers, school administration</td><td>Ongoing</td></tr></table> <p>Resources Needed: Community resources, time, supplies for club activities</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Student Success 1 - Connectedness 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Organize a career fair for students to interact with people from varying professions.	School admin, counselor, teachers, community	Ongoing	2	Students will participate in weekly clubs to explore areas of interest.	Teachers, school administration	Ongoing	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline											
				1	Organize a career fair for students to interact with people from varying professions.	School admin, counselor, teachers, community	Ongoing											
				2	Students will participate in weekly clubs to explore areas of interest.	Teachers, school administration	Ongoing											
Nov	Jan	May																
No review	No review																	

SMART Goal 2 Problem Statements:

Student Success
<p>Problem Statement 1: Sutro students are not showing academic growth at appropriate levels Critical Root Cause: Teachers are struggling to accurately identify the appropriate areas of content to provide remediation.</p> <p>Problem Statement 2: Students in grades 3 through 6 are not showing adequate achievement on required assessments and Reading Achievement Plans are not closing achievement gaps Critical Root Cause: Intervention plans are not addressing the appropriate skills and/or the plans are not being monitored closely to determine the effectiveness of the intervention.</p>
Connectedness
<p>Problem Statement 1: Sutro Elementary School is experiencing high levels of chronic absenteeism. Critical Root Cause: The perceptions of families have changed and families are not placing importance on regular school attendance.</p>

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: All teachers will implement and track reading and math interventions and analyze data to drive instruction.

Formative Measures: Creative Leadership Solutions mentoring
PLC notes
Walk through observations
Intervention folders

Aligns with District Goal

Improvement Strategy 1 Details				Reviews																		
Improvement Strategy 1: Sutro teachers will meet weekly in effective PLC meetings to plan for instruction and interventions. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Master schedule for weekly PLC meetings at each grade level.</td><td>School administration, teachers</td><td>Ongoing</td></tr><tr><td>2</td><td>Teachers will use an intervention tracking system to document provided interventions.</td><td>MTSS team, teachers, school administration</td><td>Ongoing</td></tr></table> <p>Position Responsible: School administration, MTSS teams, teachers Resources Needed: Time, master schedule, Creative Leadership Solutions mentoring, training Evidence Level Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>							Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Master schedule for weekly PLC meetings at each grade level.	School administration, teachers	Ongoing	2	Teachers will use an intervention tracking system to document provided interventions.	MTSS team, teachers, school administration	Ongoing	Status Check		EOY Reflection	
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							2	Teachers will use an intervention tracking system to document provided interventions.	MTSS team, teachers, school administration	Ongoing												
							Nov	Jan	May													
No review	No review																					

SMART Goal 1 Problem Statements:

Adult Learning Culture	
Problem Statement 1: PLC meetings are not adequately addressing the needs of all students. Critical Root Cause: Teachers are uncertain about how to efficiently use the data and organize students into groups to provide targeted interventions based on student needs.	

Inquiry Area 3: Connectedness

SMART Goal 1: Sutro Elementary School will reduce the chronic absenteeism rate by at least 5% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Attendance reports
MTSS Tier I and Tier II interventions
CCRI
Parent/Guardian contact
Attendance contracts

Aligns with District Goal

Improvement Strategy 1 Details				Reviews														
Improvement Strategy 1: MTSS tier I team will implement a schoolwide incentive program celebrating perfect attendance for classrooms. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Track attendance data by classroom</td><td>Teacher, attendance secretary</td><td>Weekly, all year</td></tr><tr><td>2</td><td>Incentives for classes who meet the attendance goal each week</td><td>Teacher, school administration, Parent/Staff organization,</td><td>Weekly, all year</td></tr></table> <p>Position Responsible: Attendance secretary, teachers, administration</p> <p>Resources Needed: Attendance data, incentives</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Track attendance data by classroom	Teacher, attendance secretary	Weekly, all year	2	Incentives for classes who meet the attendance goal each week	Teacher, school administration, Parent/Staff organization,	Weekly, all year	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline											
				1	Track attendance data by classroom	Teacher, attendance secretary	Weekly, all year											
				2	Incentives for classes who meet the attendance goal each week	Teacher, school administration, Parent/Staff organization,	Weekly, all year											
Nov	Jan	May																
No review	No review																	

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: The MTSS Tier II team and school administration will collaborate with families to identify and eliminate barriers to regular school attendance and provide access to available resources.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Share attendance data with families through monthly newsletter and individual contacts	School administration, teachers	Ongoing			
2	Attendance letters, administrative contact and attendance contracts for students who are on track to be considered chronically absent.	School administration, attendance secretary	Ongoing			
Position Responsible: Attendance secretary, school administration, teachers Resources Needed: Attendance reports Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Problem Statements/Critical Root Cause: Connectedness 1						

Improvement Strategy 3 Details				Reviews		
Improvement Strategy 3: School counselor and teachers will provide Social Emotional Learning lessons to all students to foster a sense of belonging and safety at school.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Classroom teachers will teach the HMH curriculum which contains SEL components.	Classroom teachers	Ongoing			
2	School counselor will teach SEL classroom guidance lessons to all classes.	School counselor, classroom teachers	Ongoing			
3	Teachers will complete the SSRI screeners 3 times each year to identify students needing more support.	Teachers, counselor, administration	3 times a year			
Position Responsible: Classroom teachers, counselor, administration Resources Needed: SSRI screening data, HMH curriculum, time, Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Sutro Elementary School is experiencing high levels of chronic absenteeism. **Critical Root Cause:** The perceptions of families have changed and families are not placing importance on regular school attendance.

Schoolwide and Targeted Assistance Title I Elements

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

The CIP team meets and reviews the data to complete the needs assessment for the school. Members of the team include teachers, support staff, administrators, and parents.

2.2: Regular monitoring and revision

The Sutro CIP Committee, which includes staff, parents, and community members, meets bi-weekly in the fall to review and update the school improvement plan and provide feedback for revisions. Parent Advisory Committee (PAC) meetings will be held both virtually and in person to present the plan and goals for the upcoming year. Participants will be invited to share feedback and suggestions during the meetings. Additionally, the principal's email address will be provided so participants can submit further input after time for reflection.

2.3: Available to parents and community in an understandable format and language

The school's plan will be posted on our website in English and Spanish, and we will have copies available at our front desk.

2.4: Opportunities for all children to meet State standards

Sutro Elementary School implements a PBIS (Positive Behavioral Interventions and Supports) program as part of our Multi-Tiered System of Supports (MTSS). Title I funds are used to support this initiative through subscriptions to PBIS Rewards, a platform that facilitates student recognition, behavior referrals, and social-emotional learning (SEL) lessons and supports. These funds are also used to purchase incentives and materials that enhance supplemental educational activities.

In addition, Title I funds are allocated to purchase supplemental supplies and resources that support Tier I instruction in the classroom. Intervention programs—including tutoring, summer school, and the online academic support program Paper—are funded through a combination of Title I, school, and district funds.

Title I resources also support professional development through a partnership with Creative Leadership Solutions, providing coaching and mentoring for Professional Learning Community (PLC) teams.

2.5: Increased learning time and well-rounded education

Title I funds, school funds, and district funds are used to support intervention programs like tutoring, summer school, and the online program Paper. Intervention blocks have been built into the schedule for all grades to provide tutoring and remediation of content planned for during PLC meetings.

2.6: Address needs of all students, particularly at-risk

Title I funds, school funds, and district funds are used to support intervention programs like tutoring, summer school, and the online program Paper. Intervention blocks have been built into the schedule for all grades to provide tutoring and remediation of content planned for during PLC meetings.

During PLC meetings teams identify the needs of individual students and plan interventions after analyzing performance on core content. Tutoring, summer school, and Pre-K enrollment give priority to at-risk students.

3.1: Annually evaluate the schoolwide plan

The team will meet monthly to review data and monitor the effectiveness of the plan. Revisions will be made as needed to address any obstacles encountered at the school. Following each formative assessment window—and again when summative assessment data becomes available—the team will conduct a comprehensive review to evaluate progress and determine next steps.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

Each fall, the principal and his secretary share the Parent Involvement Policy with all students. A flyer outlining the policy is sent home with every student. Additionally, the school promotes parent involvement through the website, reader board, and mass communication systems, encouraging participation in the Parent Advisory Council and Continuous Improvement Planning teams.

4.2: Offer flexible number of parent involvement meetings

Sutro Elementary School offers a variety of engagement activities throughout the year, including both virtual and in-person meetings. Meeting times rotate between mornings, afternoons, and evenings to accommodate different schedules.

5.1: Determine which students will be served by following local policy

This plan serves the needs of all students at the school.

Community Outreach Activities

Activity	Date	Lesson Learned