

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

Classification: 1 Star School

Title I



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

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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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

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

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

Student Success Areas for Growth

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

Student Success Equity Resource Supports

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

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

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 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

Adult Learning Culture Areas of Strength

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

Adult Learning Culture Areas for Growth

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

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL Certified Staff has been reduced for the 25-26 school year which means either instructional groups will increase in numbers/size (teacher:student ratio) or instructional time for each class will be reduced.	YES administration will be pocketing the students who performed lower on the WIDA assessment in 24-25 to ensure that the EL teacher can provide support to those students in a co-teaching environment.
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Students with IEPs	We have seen a recent increase in SED eligibility and learning disabilities with Dyslexia within our student body.	With the additional .5 certified teacher position within Resource, we can provide smaller instructional groups for students with IEPs and/or more time in classrooms for co-teaching with Gen Ed teachers. With this additional staffing, we can also provide programs and specific guidance to help students who are eligible under SED or Learning Disability with Dyslexia.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): 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

Connectedness Areas of Strength

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

Connectedness Areas for Growth

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

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL Certified Staffing has been reduced for the 25-26 school year which means either instructional groups will increase in numbers/size (teacher:student ratio) or instructional time for each class will be reduced.	YES administration will be pocketing the students who performed lower on the WIDA assessment in 24-25 to ensure that the EL teacher can provide support to those students in a co-teaching environment.
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Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 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.

Priority Problem Statements

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 1: -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

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers at YES are inconsistently using iReady Personalized Instruction to support students' individual academic needs.

Critical Root Cause 2: -Monitoring student engagement while logged into iReady is challenging for some teachers/students -Teacher confidence is inconsistent with the iReady and HMH curriculums

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: YES Staff have different expectations for behavior and social skills than they are accustomed to outside of school, which impacts all aspects of learning including Work Based Learning Opportunities.

Critical Root Cause 3: -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.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

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

Adult Learning Culture

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

Connectedness

- Attendance
- Behavior
- Demographic data
- Home Visits
- PBIS/MTSS data
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: 60% of Yerington Elementary School students will make Typical Growth on the iReady Diagnostic Reading assessment, as measured from Fall 2025 to Spring 2026.

Formative Measures: iReady Reading Diagnostic Assesments, taken in Fall, Winter and Spring by all students K-4.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews																						
Improvement Strategy 1: Students will complete 30 + minutes per week completing lessons within their Path within Personalized Instruction in iReady. <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 facilitate time for students to complete 30-45 minutes of Personalized Instruction each week</td><td>Teachers Administration</td><td>weekly</td></tr><tr><td>2</td><td>Weekly reports sent to teachers about Personalized Instruction</td><td>Administration</td><td>weekly</td></tr><tr><td>3</td><td>Personalized Instruction is the focus of PLCs every other week. Teachers will examine participation data and lesson results, and update the scoreboard.</td><td>Administration Teachers</td><td>bi-weekly</td></tr></table> <p>Position Responsible: Administration, Teachers</p> <p>Resources Needed: Computers, access to iReady, instructional minutes</p> <p>Evidence Level Level 2: Moderate: iReady</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>							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	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-weekly	Status Check		EOY Reflection	
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Nov	Jan	May																								
No review	No review																									

SMART Goal 1 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

Inquiry Area 1: Student Success

SMART Goal 2: 60% of Yerington Elementary School students will make Typical Growth on the iReady Diagnostic Math assessment, as measured from Fall 2025 to Spring 2026.

Formative Measures: iReady Math Diagnostic Assessments, taken in Fall, Winter and Spring by all students K-4.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Students will complete 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 Administratin	weekly			
2	Weekly reports sent to teachers about Personalized Instruction	Administration	weekly			
3	Personalized Instruction is the focus of PLCs every other week. Teachers will examine participation data and lesson results.	Administration	Bi-Weekly			
Position Responsible: Administration, Teachers Resources Needed: Computers, access to iReady, instructional minutes Evidence Level Level 2: Moderate: iReady Problem Statements/Critical Root Cause: Student Success 1						

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

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of Yerington Elementary School Teachers will facilitate an environment for their students to complete 30 or more minutes of personalized instruction within iReady Math and within iReady Reading per week.

Formative Measures: YES iReady Personalized Instruction Summary
PLC Scoreboard

Aligns with District Goal

Improvement Strategy 1 Details				Reviews																					
Improvement Strategy 1: 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-Weekly</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-Weekly</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-Weekly</td></tr></table> <p>Position Responsible: Administration, Teachers Resources Needed: iReady Personalized Instruction data Evidence Level Level 2: Moderate: iReady Problem Statements/Critical Root Cause: Adult Learning Culture 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-Weekly	2	Teachers will update scoreboard to track number of students who have 30 or more minutes of Personalized Instruction	Teachers	Bi-Weekly	3	Teachers will examine and analyze student performance on number of lessons passed within iReady Personalized Instruction	Teachers	Bi-Weekly	Status Check		EOY Reflection
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SMART Goal 1 Problem Statements:

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

Inquiry Area 2: Adult Learning Culture

SMART Goal 2: 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		
Improvement Strategy 1: YES PLC collaboration will focus on iReady Personalized Instruction data examination bi-weekly.				Status Check		EOY Reflection
				Nov	Jan	May
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Position Responsible: Administration, Teachers						
Resources Needed: iReady Personalized Instruction data						
Evidence Level						
Level 2: Moderate: iReady						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 2 Problem Statements:

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Inquiry Area 2: Adult Learning Culture

SMART Goal 3: 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										
Improvement Strategy 1: 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>Position Responsible: Teacher Leaders, Administrators</p> <p>Resources Needed: iReady Data, iReady Curriculum</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 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
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SMART Goal 3 Problem Statements:

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

Inquiry Area 3: Connectedness

SMART Goal 1: Yerington Elementary School will reduce the chronic absenteeism rate by 10% from the 2024-2025 school year to the 2025-2026 school year

Formative Measures: Weekly attendance reports,
MTSS for attendance

Aligns with District Goal

Improvement Strategy 1 Details				Reviews										
Improvement Strategy 1: 100% of chronically absent students from the 2024-2025 school year will have an in-person or phone conference with YES administration in September 2025 to review the importance of regular school attendance. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>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</td><td>Administrators</td><td>Weekly</td></tr></table> <p>Position Responsible: Administration Resources Needed: Infinite Campus Student Attendance Reports MTSS Teams</p> <p>Evidence Level Problem Statements/Critical Root Cause: Connectedness 1</p>				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	Administrators	Weekly	Status Check		EOY Reflection
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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</td><td>Administration</td><td>Quarterly</td></tr></table> <p>Position Responsible: Administrator Resources Needed: Infinite Campus attendance reports</p> <p>Evidence Level Problem Statements/Critical Root Cause: Connectedness 1</p>				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	Administration	Quarterly	Status Check		EOY Reflection
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SMART Goal 1 Problem Statements:

Connectedness

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Inquiry Area 3: Connectedness

SMART Goal 2: Yerington Elementary School Staff will provide guidance to families surrounding Social Emotional Learning and Academics at least once a month.

Formative Measures: Facebook and Instagram postings

Improvement Strategy 1 Details				Reviews										
Improvement Strategy 1: Yerington Elementary School Staff will provide videos or posts to Facebook and Instagram that communicate social emotional learning and/or academic guidance to families that align with YES expectations. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Posting videos and/or slideshows at least once a month to Facebook and Instagram.</td><td>Administration</td><td>Monthly</td></tr></table> <p>Position Responsible: Administration Resources Needed: Internet access Access to Social Media Accounts for YES</p> <p>Evidence Level Problem Statements/Critical Root Cause: Connectedness 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Posting videos and/or slideshows at least once a month to Facebook and Instagram.	Administration	Monthly	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Posting videos and/or slideshows at least once a month to Facebook and Instagram.	Administration	Monthly							
Nov	Jan	May												
				No review	No review									

SMART Goal 2 Problem Statements:

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 3: Connectedness

SMART Goal 3: Yerington Elementary School will increase Work-Based-Learning opportunities to all students at YES by 10% for the 2025-26 school year from 47 events to 52.

Formative Measures: WBL data from each grade level
SchoolLinks reports

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Yerington Elementary School Teachers and Counselor will document WBL experiences that their students take part in, both within the iReady and HMH curriculum and planned as supplemental 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			
Position Responsible: YES School Counselor, Teachers, Administration Resources Needed: computer and internet to access survey Approval from Administration and District Office for visitors and field trips Funding for field trips Visitors to YES Evidence Level Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 3 Problem Statements:

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.