

Lyon County School District



Yerington Intermediate School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

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Inquiry Area 1 Student Success

SMART Goal 1

For grades K-8, Lyon County School District will increase the percentage of students demonstrating typical growth in mathematics and reading by 2.5% from the end-of-year results of the 2025-2026 school year to the end-of-year results of the 2026-2027 school year.

Local YIS Data Placeholder:

Reading Typical Growth (2025-26): 59%

Reading Target (2026-27): 61.5%

Mathematics Typical Growth (2025-26): 49%

Mathematics Target (2026-27): 51.5%

Formative Measures: iReady diagnostic reports

Subgroup performance data

PLC data analysis artifacts

PRIDE intervention placement data

benchmark assessment data

classroom walkthroughs

Improvement Strategy 1

Improvement Strategy 1

To support Lyon County School District, Yerington Intermediate School will Utilize data-driven instructional practices, intervention systems, student goal-setting, and collaborative planning processes to improve reading and mathematics growth.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monthly Data Chats	Administration, MTSS Coordinator, CCRI, Teacher Leaders	Monthly	
2	District Wide Data Digs	Administration, Teacher Leaders	Fall, Winter, Spring	
3	ELA and MATH IReady Data Analysis	Administration	Fall, Winter, Spring	
4	Student academic goal setting and reflection	Administration, Teaching & Support Staff	Quarterly	

Resources Needed: *Title I Schoolwide funds will be used to support all outlined SMART goals, strategies, and initiatives, including personnel, programs, and materials aligned to student achievement and schoolwide improvement.

*Classroom Technology Upgrades (document cameras, elmos)
 i-Ready Reading and Math Assessment Suite
 i-Ready Math Curriculum
 HMH ELA Curriculum
 Study Sync ELA Curriculum
 Ongoing Professional Learning
 Time for Data Digs
 District MTSS meetings
 College and Career Readiness Interventionists (CCRI)

Evidence Level

Level 2: Moderate:
 Data Driven Instruction

Problem Statements: Student Success 1

Status Checks

November

January

May

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

A significant percentage of students, particularly English Learners, students with disabilities, and economically disadvantaged students, are not consistently demonstrating typical growth in reading and mathematics, indicating a need for continued refinement of instructional and intervention systems.

While intervention and data-analysis structures exist, inconsistent implementation of differentiated instruction, intervention practices, and student ownership strategies limits the school's ability to consistently accelerate academic growth for all student groups.

SMART Goal 2

By May 2027, Yerington Intermediate School will increase the number and quality of career awareness and work-based learning opportunities available to students in grades 5-8 through expanded partnerships, School Links implementation, and structured career exploration experiences, with a focus on increasing equitable access and participation among all student groups.

Formative Measures: *Formative Measures

Quarterly WBL activity logs

School Links participation reports

Student digital portfolio completion rates

Career interest surveys

Student reflection activities

Partnership outreach logs

WBL participation by subgroup:

English Learners

Students with Disabilities

Economically Disadvantaged

Migrant

Foster/Homeless

At-Risk populations

Improvement Strategy 1

Expand and sustain meaningful work-based learning experiences by strengthening community partnerships, increasing student exposure to local career pathways, and embedding career exploration opportunities within school systems.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Coordinate at least one schoolwide WBL experience per semester (career day, guest speakers, industry presentations, local business partnerships)	Administration, CCRI, District WBL Coordinator	Fall and Spring	
2	Integrate School Links career exploration and portfolio development into PRIDE or advisory opportunities	Administration, CCRI, MTSS team	Monthly	
3	Provide grade-level career exploration experiences and student reflection opportunities	Teachers, CCRI, MTSS Team	Quarterly	
4	Review WBL participation and subgroup access data	Administration, CCRI, MTSS teams	Quarterly	
5	Increase student leadership opportunities connected to local career pathways and community service	Administration, Teachers, CCRI, MTSS teams	Monthly	

Resources Needed: *Title I Schoolwide funds support outlined initiatives

School Links access and portfolio tools
 Community and business partnerships
 Local industry contacts
 Transportation/logistical support
 Guest speakers and career presenters
 WBL event planning materials
 Career exploration curriculum
 Communication platforms
 Student reflection tools
 District WBL tracking system

Evidence Level

Problem Statements: Student Success 2

Status Checks

November

January

May

SMART Goal 2 Problem Statements Identifying Student Success

Problem Statement

Root Cause

2

While Yerington Intermediate School has expanded career awareness and work-based learning opportunities, students would benefit from increased access to structured career exploration experiences and stronger connections between academic learning and future career pathways.

Middle-level students have historically had fewer structured work-based learning opportunities than secondary students, limiting consistent exposure to career pathways and workforce readiness experiences.

SMART Goal 1

By June 2027, 100% of certified staff at Yerington Intermediate School will participate in at least four structured collaborative learning cycles focused on student data analysis, relationship-centered instructional practices, behavior support systems, and subgroup responsiveness, as measured through PLC artifacts, implementation evidence, walkthrough data, and Nevada Staff Climate indicators.

Formative Measures: PLC agendas and meeting artifacts

Staff participation logs

Classroom walkthrough data

Instructional implementation artifacts

Subgroup instructional review reports

Staff climate survey review data

Professional learning attendance records

Teacher feedback surveys

Improvement Strategy 1

Improvement Strategy:

Strengthen professional learning communities through structured collaboration cycles, climate-informed instructional practices, subgroup analysis, and behavior support systems to improve staff effectiveness and student outcomes.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monthly PLC collaboration cycles focused on instructional planning and student support systems	Administration, MTSS Coordinator	Quarterly	
2	Conduct subgroup data analysis and instructional planning meetings focused on EL, IEP, FRL, and at-risk student populations	MTSS Coordinator, CCRI, Administration	Monthly	
3	Conduct instructional walkthrough cycles focused on differentiation, student engagement, and relationship-centered practices	Administration	Quarterly	
4	Review Nevada Staff Climate Survey data and identify action steps for implementation	Administration, MTSS coordinator	Fall and Spring	
5	Provide staff collaboration and professional learning opportunities focused on behavior systems, student connectedness, and intervention supports	Administration, MTSS Coordinator, PBIS Team	Quarterly	

Resources Needed: *Title I Schoolwide funds will support all outlined SMART goals, strategies, and initiatives aligned to student achievement and schoolwide improvement

- Scheduled PLC Time
- Student Data Access
- Professional Development Materials
- Facilitation Support
- Digital Collaboration Tools
- Technology Access
- Feedback and Monitoring Tools
- Walkthrough protocols
- Nevada Staff Climate Survey reports
- Behavior and intervention data reports
- MTSS and PBIS implementation materials

Evidence Level

Level 2: Moderate:

Teacher Efficacy

Problem Statements: Adult Learning Culture 1

Status Checks

November

January

May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

Although Yerington Intermediate School demonstrates positive overall staff climate indicators, survey results and implementation data indicate opportunities to strengthen collaborative planning systems, instructional responsiveness, and support structures that impact staff effectiveness and student outcomes.

Nevada Staff Climate Survey data and school implementation evidence suggest that collaborative planning, instructional problem-solving, and behavior support systems are not always implemented with consistency across teams, limiting opportunities for staff collaboration, instructional refinement, and responsiveness to student needs.

SMART Goal 1

Lyon County School District will reduce chronic absenteeism rates by 2.5% from the 2025-2026 school year to the 2026-2027 school year.

YIS Local Placeholder

2025-2026 Baseline Chronic Absenteeism Rate: [INSERT FINAL % (Currently 22.5%)]

2026-2027 Goal: [Baseline [?] 2.5% (Currently 20%)]

Formative Measures: Weekly attendance reports
 Chronic absenteeism monitoring
 PBIS attendance incentive reports
 Family communication logs
 Attendance intervention documentation
 Infinite Campus attendance reports

Improvement Strategy 1

Yerington Intermediate School will support Lyon County School District by utilizing the PBIS systems, relationship-centered interventions, attendance mentoring, and family outreach to improve attendance and student connectedness.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	1. Identify students at risk of chronic absenteeism using attendance data and implement tiered intervention strategies.	Administration, MTSS Coordinator, Office Staff, Counselor	Weekly	
2	2. Develop and run an attendance incentive program using PBIS Rewards to recognize improved and consistent attendance.	CCRI, MTSS Coordinator, Teacher Leaders, PBIS Team	Monthly	
3	3. Increase family outreach and education on the impact of chronic absenteeism through events, newsletters, and one-on-one communication.	Administration, Teacher Leaders	Quarterly	

Resources Needed: *Title I Schoolwide funds will be used to support all outlined SMART goals, strategies, and initiatives, including personnel, programs, and materials aligned to student achievement and schoolwide improvement.

Attendance Monitoring Tools
PBIS Rewards System
Family Communication Platforms
Incentives and Recognition Materials
Staff Time for Monitoring and Follow-up
Translated and Accessible Materials

Evidence Level

Problem Statements: Connectedness 1

Status Checks

November

January

May

SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

1

Chronic absenteeism and student climate data indicate that some students continue to experience barriers to consistent attendance, school connectedness, and a sense of belonging, impacting academic engagement and overall school success.

Students experiencing attendance concerns and lower levels of connectedness often lack consistent engagement with school systems, trusted adult relationships, and meaningful opportunities for participation, resulting in reduced connection to the school community.

SMART Goal 2

Yerington Intermediate School will increase inclusive engagement and communication with marginalized stakeholder groups, specifically Native American and Hispanic families, by establishing two-way communication systems and increasing cultural representation in school decision-making teams, with the goal of increasing the participation from these groups by 20% during the 2026-2027 school year.

Formative Measures: Attendance logs from Title I meetings, listening sessions, and committee membership (tracked monthly)

Family surveys or feedback forms asking about accessibility, cultural representation, and willingness to participate

Track invitations extended and follow-ups made with Native/Hispanic stakeholders

Number of culturally representative events co-planned with families or tribal partners

Improvement Strategy 1

Build trust, increase communication, and elevate the voices of Native American and Hispanic families through intentional outreach, partnership, and representation in decision-making structures.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish consistent communication and engagement with local community groups that represent Native American and Hispanic students, including tribal leadership and cultural organizations, to gather input on school climate, discipline, and family engagement.	School Administration, Title I Coordinator, MTSS/ PBIS Teams	hold bi-monthly meetings through June 2027	
2	Develop and distribute bilingual, culturally responsive communication materials to inform families of engagement opportunities and school events.	Title I Coordinator, School Office Staff, MTSS/ PBIS Teams	Monthly	

Position Responsible: School Administration, Office Staff, Teacher Leaders, PBIS/ MTSS coordinators.

Resources Needed: *Title I Schoolwide funds will be used to support all outlined SMART goals, strategies, and initiatives, including personnel, programs, and materials aligned to student achievement and schoolwide improvement.

Contact lists and liaison support (tribal offices, cultural centers)

Meeting logistics (space, refreshments, interpreter services if needed)

Time for relationship-building and follow-up

Translation services

Communication platforms (Email, Phone, LCSD MASSCOMMS)

Printing supplies or digital tools (Google Docs, Canva)

Evidence Level

Problem Statements: Connectedness 2

Status Checks

November

January

May

SMART Goal 2 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

2

Despite ongoing family engagement efforts, participation and representation of Native American and Hispanic families in school events, feedback opportunities, and school decision-making processes remain lower than desired, limiting opportunities for meaningful collaboration and shared ownership in supporting student success.

Communication systems, outreach practices, and engagement opportunities have not always provided consistent, culturally responsive, and accessible pathways for Native American and Hispanic families to participate in school activities, provide feedback, and engage in school decision-making processes.