

**Lyon County School District**

**Yerington High School**

**2026-2027  
Inquiry Areas/  
SMART Goals/  
Improvement  
Strategies**

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# Inquiry Area 1 Student Success

## SMART Goal 1

In grades 9-10, at least 50% of students at YHS will demonstrate a median growth percentile of 50% or greater, from fall to spring, as measured by the NWEA Measure of Academic Progress (MAP) in both reading and math subject areas for the 2026-2027 school year.

**Formative Measures:** YHS will continue to use and analyze data such as WIDA, previous year's MAP data, and ACT data, to help and support students throughout the year to help fill in learning gaps. Observation data collected by administrators that focuses on differentiation, more choices for students, and learning goals and scales will be shared through post conferences and as a whole with the staff. There will be collaboration surrounding these topics as well at the start of the school year. Teachers will also share students MAP scores and have conferences with students so students understand where they are with their MAP scores and what growth is needed. We will also continue to share MAP scores with parents at our family engagement nights.

## Improvement Strategy 1

Data driven instruction that includes differentiation, IEP goals, ESL accommodations, along with learning scales and goals to help support students and to better equip teachers tailor instruction to address a student's individual needs. NEPF and Portrait of a Learner will help support instructional strategies.

### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	ELA and Math MAP Data Analysis for grades 9 and 10 during staff collaborations to look at trend data.	Staff and Administration	fall, winter & spring	
2	Documented pre & post conferences with teachers that include conversations about data and instruction along with Portrait of a Learner in the classrooms and accommodations.	administration	fall, winter & spring	
3	Access Title 1 fund to support goal.	administration	year round	

**Position Responsible:** staff and administration

**Resources Needed:** MAP data, PLC team for staff meetings, department meeting time, and scheduled pre and post conferences

### Evidence Level

**Level 2: Moderate:**  
Data driver instruction

**Problem Statements:** Student Success 2, 3 - Adult Learning Culture 1, 2

## Status Checks

November

January

May

### SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

2

Despite using MAP data to drive instruction, students are not given adequate opportunities to actively monitor their learning progress so they can increase accountability, set meaningful learning goals, and advocate for their personal growth. With intentional learning goals, scales and opportunities for students to reflect on their learning, student will show growth on their MAP scores from fall to spring.

Lack on tier 1 instruction that includes goal setting, meta cognition, and learning scales for students in all classrooms.

3

While some teachers have kept up on developing learning goals and learning scales for classes, we need all teachers to provide this opportunity for students. Teachers also need to differentiate their instruction offering more ways for students to demonstrate mastery of the standards. Certified teachers along with long term subs need more support to understand the instructional practices within the NEPF standards in order for student to be able to rate where they are in their learning and have choices when it comes to showing what students know and have learned in the class.

Inconsistent practices in the classrooms with learning goals and scales along with differentiation. New staff and long term subs are not aware of the NEPF instructional standards and practices.

# SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

While some teachers have kept up on developing learning goals and learning scales for classes, we need all teachers to provide this opportunity for students. Teachers also need to differentiate their instruction offering more ways for students to demonstrate mastery of the standards. Certified teachers along with long term subs need more support to understand the instructional practices within the NEPF standards in order for student to be able to rate where they are in their learning and have choices when it comes to showing what students know and have learned in the class.

Inconsistent practices in the classrooms with learning goals and scales along with differentiation. New staff and long term subs are not aware of the NEPF instructional standards and practices.

2

Despite using MAP data to drive instruction, students are not given adequate opportunities to actively monitoring their learning progress so they can increase accountability, set meaningful learning goals, and advocate for their personal growth. With intentional learning goals, scales and opportunities for students to reflect on their learning, student will show growth on their MAP scores from fall to spring.

Lack on tier 1 instruction that includes goal setting, meta cognition, and learning scales for students in all classrooms.

### SMART Goal 1

Yerington High School teachers will deepen their understanding of the Nevada Educator Performance Framework (NEPF) instructional standards through the use of learning goals and proficiency scales. This work will provide students with opportunities to self-reflect on their learning, monitor their progress, and take ownership of their growth.

Administrators will collect observation data to ensure that all teachers are consistently implementing learning goals and scales to support student self-reflection. This focus will help strengthen the results from the 2025 Nevada Climate Survey, where both staff and students identified cultural and linguistic competence and emotional safety as the school's greatest strengths. By increasing student voice and ownership in the learning process, YHS will continue to foster an inclusive, supportive, and culturally responsive learning environment.

**Formative Measures:** YHS administration will be collecting observation data that includes learning goals and scales that will help students reflect on their learning. Through data collected, administration will work with teachers during pre and post conferences to support teachers' learning goals and scales.

### Improvement Strategy 1

YHS will focus on goal setting and learning scales to support student metacognition. This focus will help strengthen the results from the 2025 Nevada Climate Survey, where both staff and students identified cultural and linguistic competence and emotional safety as the school's greatest strengths.

**Actions for Implementation**

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will be taking a deeper dive into the NEPF instructional standards to support strong learning in the classroom with pre and post conferences focused on learning goals and scales. Teachers will discuss what each instructional standard can "look like" in the classroom.	teachers and administrators	year long	
2	With departments, teachers will collaborate on learning goals and scales that will be used during instruction and part of conversations in pre & post conferences. Teachers will create learning goals and scales to use with their students.	teachers and administrators	year long	
3	As a whole staff, teachers collaborate on learning goals and scales to share ideas.	administrators and teachers	year round	
4	Administrators will collect observation data to ensure that all teachers are consistently implementing learning goals and scales to support student self-reflection. This focus will help strengthen the results from the 2025 Nevada Climate Survey in regards to cultural and linguistic competence along with emotional safety.	administrators	year round	

**Position Responsible:** teachers and administrators

**Resources Needed:** curriculum, content standards

**Evidence Level**

**Level 2: Moderate:**

ACT WorkKeys and Instructional Strategies

**Problem Statements:** Student Success 2, 3 - Adult Learning Culture 1, 2

**Status Checks**

**November**

**January**

**May**

## SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement	Root Cause
<b>2</b> Despite using MAP data to drive instruction, students are not given adequate opportunities to actively monitor their learning progress so they can increase accountability, set meaningful learning goals, and advocate for their personal growth. With intentional learning goals, scales and opportunities for students to reflect on their learning, student will show growth on their MAP scores from fall to spring.	Lack on tier 1 instruction that includes goal setting, meta cognition, and learning scales for students in all classrooms.
<b>3</b> While some teachers have kept up on developing learning goals and learning scales for classes, we need all teachers to provide this opportunity for students. Teachers also need to differentiate their instruction offering more ways for students to demonstrate mastery of the standards. Certified teachers along with long term subs need more support to understand the instructional practices within the NEPF standards in order for student to be able to rate where they are in their learning and have choices when it comes to showing what students know and have learned in the class.	Inconsistent practices in the classrooms with learning goals and scales along with differentiation. New staff and long term subs are not aware of the NEPF instructional standards and practices.

## SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement	Root Cause
<b>1</b> While some teachers have kept up on developing learning goals and learning scales for classes, we need all teachers to provide this opportunity for students. Teachers also need to differentiate their instruction offering more ways for students to demonstrate mastery of the standards. Certified teachers along with long term subs need more support to understand the instructional practices within the NEPF standards in order for student to be able to rate where they are in their learning and have choices when it comes to showing what students know and have learned in the class.	Inconsistent practices in the classrooms with learning goals and scales along with differentiation. New staff and long term subs are not aware of the NEPF instructional standards and practices.

## 2

Despite using MAP data to drive instruction, students are not given adequate opportunities to actively monitor their learning progress so they can increase accountability, set meaningful learning goals, and advocate for their personal growth. With intentional learning goals, scales and opportunities for students to reflect on their learning, student will show growth on their MAP scores from fall to spring.

Lack on tier 1 instruction that includes goal setting, meta cognition, and learning scales for students in all classrooms.

#### **SMART Goal 1**

YHS will reduce the chronic absenteeism rate by 2.5% from the 2025-2026 school year to the 2026-2027 school year. As of May 26, 2026, YHS has a chronic absenteeism rate of 29.9%.

**Formative Measures:** Through the MTSS process and with the help from the attendance secretary, students who are absent will be identified daily to in order to reach the families and students regarding attendance. A more proactive approach daily will catch student absences and allow for data and communication logs between the school, student, and parent to ensure students are attending school. There will be in person meetings with parents and students early on to discuss absences.

We will also make it a competition between the classes to see which class has the fewest absences with a reasonable incentive.

#### **Improvement Strategy 1**

Utilizing attendance data, YHS will engage with students and families daily to provide early intervention to improve attendance and avoid chronic absenteeism. This focus will help maintain and strengthen the results from the 2025 Nevada Climate Survey, where both staff and students identified cultural and linguistic competence and emotional safety as the school's greatest strengths.

## Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop Attendance /Intervention Template through collaboration with the District's SAAB process	MTSS team, attendance secretary, and assistant principal	fall, 2026	
2	Attendance data viewed weekly between assistant- principal and attendance secretary to determine which students and parents to meet with to discuss students' attendance and attendance policy.	attendance secretary, and assistant principal	weekly	
3	MTSS team will review attendance on a weekly basis to support students with academics and interventions, (CCRI). Recommendations will be made and communicated to students and parents. (ex: attend study hall to catch up on missed work, tests, etc.)	MTSS team, attendance secretary, and assistant principal	weekly	
4	Access Title 1 funds to support goal	administrati on	year round	

**Position Responsible:** MTSS team, attendance secretary, administration

**Resources Needed:** intervention template/communication log

### Evidence Level

**Level 2: Moderate:**

early intervention

**Problem Statements:** Student Success 1, 4 - Connectedness 1, 2

### Status Checks

November

January

May

## SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

Yerington High School needs to reduce chronic absenteeism.

We need to be more intentional regarding letters to parents, meetings with parents and students, while catching these issues sooner rather than later. We need an effective process and system.

4

Chronic absenteeism is an issue for YHS. As of ay 2026, YHS has a chronic absenteeism rate of 29.9%. If students are not in class, students develop holes in their learning. The holes that students get from being absent makes it hard to earn credits. If students don't earn the credits, students will not graduate on time. More collaboration and communication with families is needed. Absences need to be caught and dealt with earlier.

Parents may not understand that students receive a lot of hands on instruction and missing this causes gaps in students' learning. Hands-on instruction and practice in the classroom can't be replicated at home in the same fashion when students do partner and group work. YHS also needs to do a better job working with families and students regarding absences. A formal plan that is created and monitored throughout the year is needed.

**SMART Goal 1 Problem Statements Identifying Connectedness**

Problem Statement

Root Cause

1

Chronic absenteeism is an issue for YHS. As of ay 2026, YHS has a chronic absenteeism rate of 29.9%. If students are not in class, students develop holes in their learning. The holes that students get from being absent makes it hard to earn credits. If students don't earn the credits, students will not graduate on time. More collaboration and communication with families is needed. Absences need to be caught and dealt with earlier.

Parents may not understand that students receive a lot of hands on instruction and missing this causes gaps in students' learning. Hands-on instruction and practice in the classroom can't be replicated at home in the same fashion when students do partner and group work. YHS also needs to do a better job working with families and students regarding absences. A formal plan that is created and monitored throughout the year is needed.

2

Yerington High School needs to reduce chronic absenteeism.

We need to be more intentional regarding letters to parents, meetings with parents and students, while catching these issues sooner rather than later. We need an effective process and system.