

Lyon County School District



Sutro Elementary School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

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Inquiry Area 1 Student Success

SMART Goal 1

For grades K-6, Sutro Elementary School 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.

Formative Measures: School usage reports
Walk through observations

Improvement Strategy 1

Students will participate in targeted small group interventions for 45 minutes four times each week.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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	

Position Responsible: Classroom teachers, School administrators

Resources Needed: iReady reading and math data, time, knowledge, Title I funding

Evidence Level

Level 1: Strong:
Undefined

Problem Statements: Student Success 1, 2

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November

January

May

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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

Evidence Level

Level 1: Strong:
undefined

Problem Statements: Student Success 1, 2

Status Checks

November

January

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Improvement Strategy 3

ELL Students will receive targeted academic instruction and interventions in reading and math.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Co-planning and Co-teaching	ELL teacher and classroom teacher	Yearlong	
2	Small group instruction	ELL teacher	Yearlong	

Resources Needed: Time, master schedule

Evidence Level

Level 1: Strong:
undefined

Problem Statements: Student Success 1, 2

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

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SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

Some students in grades 3 through 6 are not showing adequate achievement on required assessments and some students in grades K-3 are not closing achievement gaps based on Reading Acceleration Plans and iReady scores. 21% of students are two or more grade levels below in reading and 15% of students are two or more grade levels below in math.

Intervention plans are just beginning to address the appropriate skills and the plans need to be monitored closely to determine the effectiveness of the intervention. Teachers report having a clear focus helps them prioritize.

2

Some Sutro students are not showing academic growth at appropriate levels to close achievement gaps. 57% of students met their typical growth in reading and 54% of student met typical growth in math based on spring iReady results. 29% of students met their stretch growth goal in reading and 20% met the stretch growth goal in math based on spring iReady testing.

Teachers are in the beginning stages of using data during PLC time to accurately identify the appropriate areas of content to provide remediation.

SMART Goal 2

Sutro Elementary School will increase the total number of K-12 work-based learning opportunities provided to all students by 10% from the 2025/2026 school year to the 2026/2027 school year.

Formative Measures: School Links
Career Fair
Field Trips
Clubs

Improvement Strategy 1

Increase opportunities for students to explore career options and encourage school attendance.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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	

Position Responsible: Counselor, administrator, teachers

Resources Needed: Community resources, time, supplies for club activities

Evidence Level

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

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SMART Goal 2 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

1

Sutro Elementary School is experiencing high levels of chronic absenteeism.

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

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

All teachers will implement and track reading and math interventions and analyze data during bi-weekly PLC meetings to drive instruction.

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

Improvement Strategy 1

Sutro teachers will meet bi-weekly in effective PLC meetings to analyze data, plan for instruction and interventions.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Master schedule for bi-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	

Position Responsible: School administration, MTSS teams, teachers

Resources Needed: Time, master schedule, Creative Leadership Solutions mentoring, training, Title I funding

Evidence Level

Problem Statements: Adult Learning Culture 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

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SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

PLC meetings are in the early stages of effectively addressing the needs of all students. PLC meetings are becoming more effective but a previous lack of clear focus/expectations around instruction and data made those meetings not as effective. Based on climate survey results for LCSD, relationships is area for growth. Safe, supportive PLC meetings support teachers in sharing strategies and improving instruction.

Teachers are in the early stages of focusing PLC time on how to efficiently use the data and organize students into groups to provide targeted interventions based on student needs.

Inquiry Area

Connectedness

3

SMART Goal 1

Sutro Elementary School will reduce the chronic absenteeism rate by 2.5% from the 2025/2026 school year to the 2026/2027 school year.

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

Improvement Strategy 1

MTSS tier I team will implement a schoolwide incentive program celebrating perfect attendance for classrooms.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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	

Position Responsible: Attendance secretary, teachers, administration

Resources Needed: Attendance data, incentives

Evidence Level

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

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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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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

Evidence Level

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

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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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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,

Evidence Level

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

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SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

1

Sutro Elementary School is experiencing high levels of chronic absenteeism.

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