

# Lyon County School District



## East Valley 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-, the East Valley 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:** i-Ready diagnostic assessment for the 2026-27 school year.

## Improvement Strategy 1

Create a comprehensive and data-driven approach that empowers students, teachers, and families.

### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct deep dive into the diagnostic data twice per month during grade level data meetings (PLCs) that analyze i-Ready reports, discuss student progress, and collectively plan differentiated instruction, small group interventions, and individualized learning paths.	Teachers	Twice per month during the 2026-27 school year	

**Position Responsible:** Administration

**Resources Needed:** Scheduled time for PLC meetings, Title I funding for substitute coverage when needed.

**Evidence Level**

**Problem Statements:** Student Success 1, 3 - Connectedness 1, 2

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

**Status Checks**

November

January

May

## Improvement Strategy 2

Set school wide, classroom and student incentives in both reading and math in their i-Ready personalized learning paths.

**Actions for Implementation**

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Set specific, measurable, achievable, relevant, and time-bound (SMART) growth goals for all students, classes, and grade levels based on diagnostic data.	Teachers, Administration	2026-27 school year	
2	Utilize i-Ready personalized learning paths as a core component of weekly intervention by meeting the 45 minutes per week in both math and reading to ensure students are consistently engaging with their assigned lessons.	Teacher	Weekly during the 2026-27 school year	
3	Implement classroom and school wide incentives around target amounts of the number of lessons passed. Scoreboards per class will be updated weekly in the classrooms.	Administration	Weekly during the 2026-27 school year	

**Position Responsible:** Administration

**Resources Needed:** Intervention block during the school day, Title I funding for incentives for class and school wide rewards.

**Evidence Level**

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

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

**Status Checks**

**November**

**January**

**May**

**SMART Goal 1 Problem Statements Identifying Student Success**

Problem Statement

Root Cause

**1**

Achievement gaps in grades K-4 in ELA and Mathematics are higher in EL and IEP populations than the general population.

Early literacy and numeracy gaps, socioeconomic barriers and above average absenteeism rates cause students to not receive high quality instruction daily.

3

Chronic absenteeism limits our students access to high quality instruction.

Identifying the barriers that students and their families face.

**SMART Goal 1 Problem Statements Identifying Connectedness**

Problem Statement

Root Cause

1

Chronic absenteeism limits our students access to high quality instruction.

Identifying the barriers that students and their families face.

2

Achievement gaps in grades K-4 in ELA and Mathematics are higher in EL and IEP populations than the general population.

Early literacy and numeracy gaps, socioeconomic barriers and above average absenteeism rates cause students to not receive high quality instruction daily.

### SMART Goal 1

By May 2026, all East Valley Elementary staff will be trained in "LETR's" and implement these strategies into their lessons as measured by administrator classroom observations.

**Formative Measures:** Nevada Educator Performance Framework observations and informal observations.

### Improvement Strategy 1

All staff will participate in four professional development days specifically targeting the "Science of Reading" foundations and strategies.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Have staff complete a preprofessional development survey on the "Science of Reading" to determine the level of understanding and implementation of the strategies applied to the classroom.	Administration, LETR's Facilitator	August 2026	
2	Have staff complete a midcycle professional development survey on the "Science of Reading" to determine the level of understanding and implementation of the strategies applied to the classroom.	Administration, LETR's Facilitator	January 2027	
3	Have staff complete a post professional development survey on the "Science of Reading" to determine the level of understanding and implementation of the strategies applied to the classroom.	Administration, LETR's Facilitator	May 2027	

**Position Responsible:** Principal

**Resources Needed:** Administration or LETR's facilitators time. Professional development days set aside for training of all staff.

**Evidence Level**

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

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

## Status Checks

November

January

May

### SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

2

EVES staff is currently not all certified in the area of "Science of Reading" that is required by the state of Nevada.

Inconsistent use of Tier I instructional strategies using the HITS in the classroom during daily lessons.

### SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

EVES staff is currently not all certified in the area of "Science of Reading" that is required by the state of Nevada.

Inconsistent use of Tier I instructional strategies using the HITS in the classroom during daily lessons.

### SMART Goal 1

East Valley 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:** Infinite Campus Attendance Reports

### Improvement Strategy 1

EVES will utilize data-driven identification and monitoring, create positive school climate and engagement, and increase family engagement and communication.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish bi-weekly meetings with a core team (Administrator, School Counselor, MTSS members) to review attendance data, identify students of concern, discuss root causes, and strategize interventions.	Administration, MTSS Team, Counselor	2026-27 school year	
2	Implement campaigns (posters, morning announcements, newsletters) emphasizing the importance of daily attendance, celebrating good attendance through incentives for perfect attendance, improved attendance, and classes with high attendance rates (e.g., certificates, small prizes, extra recess, classroom celebrations), and educating families about the impact of missed school days.	Administration, School Counselor, Teachers	September 2026 (kick-off), ongoing monthly themes and recognition.	
3	Implement a clear communication protocol for absences, starting with automated calls/texts for unverified absences, followed by personal phone calls from designated staff (e.g., secretary, counselor, administration) after a certain number of absences.	School Secretary, Administration, Attendance Clerk, Counselor, Administration	Daily/Weekly	

**Position Responsible:** Administration

**Resources Needed:** Title I funding for incentives for students and school.

**Problem Statements:** Student Success 1, 3 - Connectedness 1, 2

**Schoolwide and Targeted Assistance Title I Element:** 2.4, 4.2

### Status Checks

November

January

May

### SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

Achievement gaps in grades K-4 in ELA and Mathematics are higher in EL and IEP populations than the general population.

Early literacy and numeracy gaps, socioeconomic barriers and above average absenteeism rates cause students to not receive high quality instruction daily.

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Chronic absenteeism limits our students access to high quality instruction.

Identifying the barriers that students and their families face.

### SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

1

Chronic absenteeism limits our students access to high quality instruction.

Identifying the barriers that students and their families face.

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Achievement gaps in grades K-4 in ELA and Mathematics are higher in EL and IEP populations than the general population.

Early literacy and numeracy gaps, socioeconomic barriers and above average absenteeism rates cause students to not receive high quality instruction daily.