

Lyon County School District



RIVERVIEW
Elementary School
DAYTON, NV

Riverview Elementary School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

Table of Contents

Inquiry Area 1 : Student Success	3
Inquiry Area 2 : Adult Learning Culture	5
Inquiry Area 3 : Connectedness	7

Inquiry Area 1 Student Success

SMART Goal 1

Riverview Elementary 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: iReady, SBAC, formative and informal classroom assessments

Improvement Strategy 1

Students will participate in same skilled, small group interventions four times per week

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	iReady reading diagnostics analyzed to separate students into interventions groups	All teachers and admin	3x per year, Fall, Winter, Spring	
2	Select effective interventions for each student group and track data to see if it is effective	Teachers	Yearlong	
3	Teachers will differentiate instruction to meet students individual needs using data to drive their instruction	Teachers	Yearlong	

Position Responsible: Admin, teachers

Resources Needed: Time, knowledge, iReady Reading MyPath

Evidence Level

Problem Statements: Student Success 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

1

Students reading scores are not improving as quickly as expected, even with daily interventions. 18% of Riverview students are still scoring two or more grade levels below on their Spring iReady Reading Diagnostic.

Students vocabulary and reading stamina is low. iReady Reading Diagnostics show that student comprehension is still the lowest strand overall.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

100% of gen ed teachers will participate in vertical collaboration around reading interventions and create a resource library for reading intervention strategies and materials.

Formative Measures: Monthly meetings, fluid groups, iReady reading data

Improvement Strategy 1

Teachers will use PD time to collaborate and create the resource library in a Padlet

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monthly PD meetings	Admin and teachers	Yearlong	
2	iReady Diagnostic data analysis and weekly data analysis	Admin and teachers	Yearlong	

Position Responsible: Admin and teachers

Resources Needed: Time, buy-in

Evidence Level

Problem Statements: Adult Learning Culture 1

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

Status Checks

November

January

May

Improvement Strategy 2

75% of teachers will participate in peer observations during interventions

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will be covered by a sub during their time observing	Admin	Monthly	
2	Participating teachers will be entered into a raffle for a free prep in order to increase participating	Admin	Monthly	

Position Responsible: Admin and teachers

Resources Needed: Time, substitute, buy-in

Evidence Level

Problem Statements: 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 Adult Learning Culture

Problem Statement

Root Cause

1

Some teachers are still struggling to implement effective comprehension reading interventions.

Teachers are in the beginning stages of using data to drive instruction in reading comprehension.

SMART Goal 1

Riverview Elementary 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, attendance plans

Improvement Strategy 1

Continue with daily, monthly, and quarterly attendance incentives for classes and individual students for being present.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Track student and class attendance	Teachers and admin	Yearlong	
2	Share more information about quarterly incentives with students, families and staff	Admin	Yearlong	
3	Start weekly and monthly awards for all students with certificates and trophy	Admin and teachers	every month yearlong	
4	Family drawing quarterly for students with perfect attendance	Admin	Quarterly	

Position Responsible: Admin

Resources Needed: Time, money

Evidence Level

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

1

The majority of chronically absent students, 67%, are the same caucasian students that are chronically absent year after year.

Parents may not understand the importance of daily attendance. Will provide parent university at the beginning of the year about attendance.