

# Lyon County School District



## Silver Stage 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-8, the 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.

**Formative Measures:** -iReady Math and Reading Diagnostics Review (At achievement conferences and/or data dig days)

-Curriculum Unit Assessments

-Progress Monitoring of MyPath Data 2x/month

## Improvement Strategy 1

Focus on time and lessons passed by iReady MyPath in reading and math

### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Weekly designated time for PLCs, with guided questions and note taker	Erin Korf, Alfredo Martinez, Grade Level Leaders	2 times/ month	

**Position Responsible:** CIP Team Members

**Resources Needed:** Designated time for PLC's and Planning, Title 1 Funding for support and training,

**Evidence Level**

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

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

**Status Checks**

November

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## Improvement Strategy 2

Student goal setting and discussions at Fall, Winter, and Spring testing to create buy in from students.

### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Goal page for students to track progress on time and lessons passed on iReady	School Improvement team will create.	Prior to September 2, 2026	
2	Goal celebrations for students that meet not only benchmark but growth targets.	PBIS team (Lead-Bre Owens), Erin Korf, Alfredo Martinez	Schedule after diagnostic assessments are given	

**Position Responsible:** PBIS Team

**Resources Needed:** Data folders for every student, goal pages created prior to start of the year, reward activities and/or celebration supplies, Title 1 funding to support rewards and celebrations,

**Evidence Level**

**Level 4: Demonstrate Rationale:**  
Metacognition

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

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

**Status Checks**

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### Improvement Strategy 3

Use data from diagnostic to create small groups and implement groups daily in the classroom.

### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Data Dig PD using prerequisite report 3x/year	Erin Korf, Alfredo Martinez, all teaching staff	3x/year during PD time	

**Position Responsible:** Administration and teaching staff

**Resources Needed:** -Professional development time for data digs  
-Guarded PLC time to progress monitor  
-

**Evidence Level**

**Level 4: Demonstrate Rationale:**

Data Driven Instruction

**Problem Statements:** Student Success 2, 3, 4 - Connectedness 2, 3

**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

Classroom disruptions and behavior is taking away from instructional time

Lack of consistent, clear expectations and follow through and self-regulation skills. Lack of strong relationships with most difficult students, consequences and reteaching that change behaviors. Lack of support from home and the consideration of how a student's behavior affects others.

2

Student focus and attention is lacking

-Student buy in to learning and valuing the importance of learning  
-Lots of time spent on technology outside of school  
-Students wanting instant gratification  
-Not making connections between current learning and how it impacts their future

3

Large gaps in foundational skills for reading, specifically in 3rd and 4th grade

Past curriculum did not have a phonics component so we are working to bridge that gap.  
-

4

High rate of absences

Families don't understand the importance and benefit of school and learning. Student choice in learning. Not creating opportunities to understand connections between school and future careers.

## SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Classroom disruptions and behavior is taking away from instructional time	Lack of consistent, clear expectations and follow through and self-regulation skills. Lack of strong relationships with most difficult students, consequences and reteaching that change behaviors. Lack of support from home and the consideration of how a student's behavior affects others.
2	Student focus and attention is lacking	<ul style="list-style-type: none"><li>-Student buy in to learning and valuing the importance of learning</li><li>-Lots of time spent on technology outside of school</li><li>-Students wanting instant gratification</li><li>-Not making connections between current learning and how it impacts their future</li></ul>
3	High rate of absences	Families don't understand the importance and benefit of school and learning. Student choice in learning. Not creating opportunities to understand connections between school and future careers.

### SMART Goal 1

By June 2026, establish and facilitate weekly PLC meetings for all grade-level and content-area teams that follow a standardized protocol focused on student data analysis and instructional planning. Success will be measured by 100% of teams using a shared agenda and documentation template, with at least 80% of PLCs demonstrating evidence of data-driven decisions in lesson planning, as verified through monthly admin check-ins and team reflections.

**Formative Measures:** -PLC Notes (Goal focused)  
-Kick-Up-PLC time on Friday

### Improvement Strategy 1

Weekly PLC time with importance of data and strategy planning.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	PD on PLC Cycle	Admin/Teacher Leaders	Beginning of School Year	
2	Guided Notetaker with Standard driven questions	Admin and Grade Level teams	Provided weekly in PLC notes	

**Position Responsible:** administration and teaching staff

**Resources Needed:** -devoted time for PLC  
-Standards progression documents  
-Title 1 funds to support training and education around PLC's

#### Evidence Level

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

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

## Status Checks

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## Improvement Strategy 2

Quarterly school data digs with a focus on instructional strategies using Prerequisite data, iReady diagnostic data, and historical data.

### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Schedule on PD Calendar (could we use our 1/2 day PD days for this)	Erin Korf, Alfredo Martinez	After fall testing, After Winter testing After Spring Testing (Use PD Day)	
2	Agenda and/or checklist of outcomes for each data dig	CIP Team		

**Position Responsible:** administration and CIP team

**Resources Needed:** -structured agenda items and checklist for data digs  
-devoted time in PD schedule

**Evidence Level**

**Problem Statements:** Student Success 2, 3, 4 - Connectedness 2, 3

**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	Classroom disruptions and behavior is taking away from instructional time	Lack of consistent, clear expectations and follow through and self-regulation skills. Lack of strong relationships with most difficult students, consequences and reteaching that change behaviors. Lack of support from home and the consideration of how a student's behavior affects others.
2	Student focus and attention is lacking	<ul style="list-style-type: none"><li>-Student buy in to learning and valuing the importance of learning</li><li>-Lots of time spent on technology outside of school</li><li>-Students wanting instant gratification</li><li>-Not making connections between current learning and how it impacts their future</li></ul>
3	Large gaps in foundational skills for reading, specifically in 3rd and 4th grade	Past curriculum did not have a phonics component so we are working to bridge that gap. -
4	High rate of absences	Families don't understand the importance and benefit of school and learning. Student choice in learning. Not creating opportunities to understand connections between school and future careers.

## SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams as well as the level of conversation around standards and proficiency.	<ul style="list-style-type: none"><li>-getting complacent with curriculum</li><li>-compliance but not commitment</li><li>-lack of full understanding of expectations and standards</li><li>-fear of sharing data and judgement</li><li>-lack of focused time</li></ul>

## SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Classroom disruptions and behavior is taking away from instructional time	Lack of consistent, clear expectations and follow through and self-regulation skills. Lack of strong relationships with most difficult students, consequences and reteaching that change behaviors. Lack of support from home and the consideration of how a student's behavior affects others.
2	Student focus and attention is lacking	<ul style="list-style-type: none"><li>-Student buy in to learning and valuing the importance of learning</li><li>-Lots of time spent on technology outside of school</li><li>-Students wanting instant gratification</li><li>-Not making connections between current learning and how it impacts their future</li></ul>
3	High rate of absences	Families don't understand the importance and benefit of school and learning. Student choice in learning. Not creating opportunities to understand connections between school and future careers.

# Inquiry Area

Connectedness

## 3

### SMART Goal 1

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

**Formative Measures:** -Bi-monthly Infinite Campus Chronic Absenteeism Rate Check  
-Number of letters sent to families based on days missed

### Improvement Strategy 1

SRO and/or staff will make home visits after 5 consecutive days absent with no communication from home. SRO/Staff visits if 20% of school missed at any point after quarter 1.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Absenteeism report pulled bi-weekly and attendance secretary schedule visits	Admin, SRO, Counselor, attendance secretary	Bi-Weekly	
2	Bi-weekly meeting with admin, secretary, counselor, SRO to review attendance records	Admin to schedule	Bi-Weekly	

**Position Responsible:** Administration, Counselor

**Resources Needed:** -Time to visit homes  
-Time to pull reports

**Evidence Level**

**Problem Statements:** Student Success 4 - Connectedness 3

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

**Status Checks**

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## Improvement Strategy 2

Required attendance meetings with families for students with 25% or greater absences.

### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Students with chronic absenteeism will create goals to increase their attendance at school and share with families	Erin Korf, Alfredo Martinez, SRO, teachers	Weekly check on percentages and scheduling meeting. Meetings will happen throughout the year.	
2	Meeting with families will review attendance, discuss reasons, and create a plan for improving attendance	Erin Korf, Alfredo Martinez, SRO, teachers		

**Position Responsible:** Administration, SRO, teaching staff

**Evidence Level**

**Problem Statements:** Student Success 4 - Connectedness 3

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

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## Improvement Strategy 3

Positive rewards, both random and scheduled to promote students who are in attendance on a regular basis

## Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Random Weekly drawing on a Friday for students who were present all week	Alexis Shively, Erin Korf, Alfredo Martinez	At least 3 times/month.	
2	Perfect attendance awards	Alexis Shively, Erin Korf, Alfredo Martinez	Monthly and quarterly	
3	Perfect attendance rewards drawing for a special activity/trip	Alexis Shively, Erin Korf, Alfredo Martinez	Quarterly	

**Position Responsible:** Attendance Secretary, Administration

**Resources Needed:** -Prize drawings  
 -Alexis to pull weekly reports  
 -Title 1 Funds to support prizes and awards

**Evidence Level**

**Problem Statements:** Student Success 4 - Connectedness 3

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

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## SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

**4**

High rate of absences

Families don't understand the importance and benefit of school and learning. Student choice in learning. Not creating opportunities to understand connections between school and future careers.

## SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

3

High rate of absences

Families don't understand the importance and benefit of school and learning. Student choice in learning. Not creating opportunities to understand connections between school and future careers.