

Lyon County School District
Riverview Elementary School
2025-2026 School Improvement Plan

Classification: 2 Star School

Title I



RIVERVIEW
Elementary School
DAYTON, NV

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at:

https://nevadareportcard.nv.gov/DI/nv/lyon/riverview_elementary_school/2024

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Math scores are an overall strength and continue to show significant growth. Our highest strand in iReady math is measurement and data while our lowest is geometry.

Student Success Areas for Growth

Our reading scores have not increased as we hoped. Our highest strand on iReady is high frequency words followed by phonics. Our overall lowest strand is informational text followed by overall comprehension.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers could inhibit learning	Continue to support through EL services
Foster/Homeless	Students basic needs may not be met	Provide SEL teaching/lessons, counseling, food services and transportation
Free and Reduced Lunch	Students basic needs may not be met	Provide SEL teaching/lessons, counseling, food services and transportation
Migrant/Title1-C Eligible	Students basic needs may not be met	Provide SEL teaching/lessons, counseling, food services and transportation
Racial/Ethnic Minorities	May not have access to cultural equity in school	Be aware of cultural differences to be able to support minorities and be fully inclusive in teaching
Students with IEPs	More and more students continue to qualify for services with the same amount of resources available to all	Do as much as we can to meet students needs and help fill student gaps

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Even with daily reading interventions students did not grow as expected on their MAPs and iReady assessments.

Critical Root Cause: Teachers struggle to find an appropriate intervention to meet their students needs. Students were overtested all year and did not apply themselves to the end of year tests. Students are not reading independently.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Teachers want to be able to meet their students needs and help them learn and grow.

Adult Learning Culture Areas for Growth

100% of teachers need to use the curriculum with fidelity. Teachers need to be open and willing to try new strategies in their classrooms.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers could inhibit learning	Continue to support through EL services
Foster/Homeless	Students basic needs may not be met	Provide SEL teaching/lessons, counseling, food services and transportation
Free and Reduced Lunch	Students basic needs may not be met	Provide SEL teaching/lessons, counseling, food services and transportation
Migrant/Title1-C Eligible	Students basic needs may not be met	Provide SEL teaching/lessons, counseling, food services and transportation
Racial/Ethnic Minorities	May not have access to cultural equity in school	Be aware of cultural differences to be able to support minorities and be fully inclusive in teaching
Students with IEPs	More and more students continue to qualify for services with the same amount of resources available to all	Do as much as we can to meet students needs and help fill student gaps

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Not all teachers provide WBL or PBL learning opportunities for students
Critical Root Cause: They are not aware of platforms that can be used to provide these opportunities for students

Connectedness

Connectedness Areas of Strength

The Climate Survey showed large growth in the EL students perception of school and the school's overall social emotional competence increased.

Our 23-24 school year chronic absenteeism rate was 20.7. Although official numbers have not been released yet it appears as though we have decreased this number to 18.4%

Connectedness Areas for Growth

Students with chronic absenteeism did not increase their attendance even with interventions.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers could inhibit learning	Continue to support through EL services
Foster/Homeless	Students basic needs may not be met	Provide SEL teaching/lessons, counseling, food services and transportation
Free and Reduced Lunch	Students basic needs may not be met	Provide SEL teaching/lessons, counseling, food services and transportation
Migrant/Title1-C Eligible	Students basic needs may not be met	Provide SEL teaching/lessons, counseling, food services and transportation
Racial/Ethnic Minorities	May not have access to cultural equity in school	Be aware of cultural differences to be able to support minorities and be fully inclusive in teaching
Students with IEPs	More and more students continue to qualify for services with the same amount of resources available to all	Do as much as we can to meet students needs and help fill student gaps

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): The students who need to be at school most are usually the ones who have a high absenteeism rate.

Critical Root Cause: Some families do not see the importance of being at school regularly.

Priority Problem Statements

Problem Statement 1: Even with daily reading interventions students did not grow as expected on their MAPs and iReady assessments.

Critical Root Cause 1: Teachers struggle to find an appropriate intervention to meet their students needs. Students were overtested all year and did not apply themselves to the end of year tests. Students are not reading independently.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Not all teachers provide WBL or PBL learning opportunities for students

Critical Root Cause 2: They are not aware of platforms that can be used to provide these opportunities for students

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: The students who need to be at school most are usually the ones who have a high absenteeism rate.

Critical Root Cause 3: Some families do not see the importance of being at school regularly.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- MAP Growth Assessment
- MyPath
- Smarter Balanced (SBAC)

Adult Learning Culture

- Administrator evaluation
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Professional learning communities (PLC) data/agenda/notes
- Teacher evaluation

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- PBIS/MTSS data
- Perception/survey data
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In grades K-8, at least 58% of students in Lyon County School District will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) assessment to the End of Year (EOY) iReady assessment during the 2025/2026 school year.

Formative Measures: iReady weekly mypath reports, iReady diagnostics

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Students will participate in same skilled, small group interventions four times per week with bi-weekly assessments to analyze growth or need to change the intervention.				Status Check		EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	May
1	iReady reading diagnostics analyzed to separate students into interventions groups	All teachers and admin	3x per year, Fall, Winter, Spring	No review	No review	
2	Select effective interventions for each student group	Teachers	Yearlong			
Position Responsible: Admin, teachers Resources Needed: Time, knowledge, iReady Reading MyPath Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Even with daily reading interventions students did not grow as expected on their MAPs and iReady assessments. Critical Root Cause: Teachers struggle to find an appropriate intervention to meet their students needs. Students were overtested all year and did not apply themselves to the end of year tests. Students are not reading independently.

Inquiry Area 1: Student Success

SMART Goal 2: Lyon County School District will increase the total number of K-12 work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: School Links

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: All students and teachers will utilize School Links through the 2025/2026 school year				Status Check		EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	May
1	Training on School Links	Ranft, Hansen	Yearlong	No review	No review	
Position Responsible: Teachers, Admin Resources Needed: School Links, computer and online access Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level						

Inquiry Area 1: Student Success

SMART Goal 3: Lyon County School District will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: School Links

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: All students and teachers will utilize School Links through the 2025/2026 school year				Status Check		EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	May
1	Training on School Links	Ranft, Hansen	Yearlong	No review	No review	
Position Responsible: Teachers, Admin Resources Needed: School Links, computers and online access Evidence Level						

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of teachers will receive training on and implement School Links

Formative Measures: School Links data tracking systems, PLC notes, Training dates

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Teachers will use PLC time to collaborate around School Links and WBL opportunities for students				Status Check		EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	May
1	Weekly PLC meetings	Admin and teachers	Yearlong	No review	No review	
2	School Links tracking	Admin and teachers	Yearlong			
<p>Position Responsible: Admin and teachers</p> <p>Resources Needed: Training, time, buy-in</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Evidence Level</p>						

Inquiry Area 3: Connectedness

SMART Goal 1: Lyon County School District will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Attendance reports, attendance plans

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Continue with daily, monthly, and quarterly attendance incentives for classes and individual students for being present.				Status Check		EOY Reflection
				Nov	Jan	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	No review	No review	
1	Track student and class attendance	Teachers and admin	Yearlong			
2	Share more information about quarterly incentives with students and staff	Admin	Yearlong			
3	Start monthly incentives for students	Admin and teachers	every month yearlong			
Position Responsible: Admin Resources Needed: Time, money Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: The students who need to be at school most are usually the ones who have a high absenteeism rate. Critical Root Cause: Some families do not see the importance of being at school regularly.