

Lyon County School District
East Valley Elementary School
2025-2026 School Improvement Plan

Classification: 3 Star School

Title I



Mission Statement

The foundations of EVES school culture is based on the belief that a safe, positive, and creative environment developed by dedicated adults will lead to successful relationships and an appreciation for lifelong learning.

Vision

Graduate all students to be college, career, and life successful.

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 [\(Add a link to the school's School Rating Report.\)](#)

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

East Valley Elementary School continues to show student growth in Math from fall to spring assessments. The school is at or above the district average in the percentage of students making their typical growth. The school had 56% of the students met or exceeded their expected yearly growth on the i-Ready diagnostic assessments.

East Valley Elementary School continues to have the median percentile of the school at or above 50th percentile over the past five years in Reading based on the MAP's assessments. The school's average for the 2024-25 school year was at the 53rd percentile. The school had 61% of the students were above the 40th percentile in Reading.

Student Success Areas for Growth

East Valley Elementary School is committed to making continues growth in both math and reading from year to year. The school does have a good success rate in the percent of students meeting their typical growth in math but the data shows a slight decline in the percentage of students from the previous school year. The school will need to make growth by specifically identifying area of needs for specific populations of student groups.

East Valley Elementary School focused on improving our student's success in reading. The school showed above average in reading during the 2024-25 school year. The school did see a decline in the percentage of students who are above the 40th percentile from the previous year.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Proper identification of EL students early in the school year has been difficult with staff turnover in this area.	Create specific procedures and timelines to identify students and provide research based instructional supports early in the school year.
Foster/Homeless	Identification of this group has made it difficult to make sure proper supports are in place.	Create specific procedures and timelines to identify students and provide research based instructional supports early in the school year.

Student Group	Challenge	Solution
Free and Reduced Lunch	Commitment to data tracking and goal setting with each student is essential for ensuring equitable access to differentiated support strategies in Tier 1 instruction in both ELA and Math.	PLC weekly meetings with classroom teachers and administration to monitor progress on students who qualify for FRL.
Migrant/Title1-C Eligible	Commitment to data tracking and goal setting with each student is essential for ensuring equitable access to differentiated support strategies in Tier 1 instruction in both ELA and Math.	PLC weekly meetings with classroom teachers and administration to monitor progress on students who are Migrant/Title 1-C eligible.
Racial/Ethnic Minorities	Commitment to data tracking and goal setting with each student is essential for ensuring equitable access to differentiated support strategies in Tier 1 instruction in both ELA and Math.	PLC weekly meetings with classroom teachers and administration to monitor progress on students.
Students with IEPs	Commitment to data tracking and goal setting with each student is essential for ensuring equitable access to differentiated support strategies in Tier 1 instruction in both ELA and Math.	PLC weekly meetings with Special Education teachers, classroom teachers and administration to monitor progress on students with IEPs.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Achievement gaps in grades K-4 in ELA and Mathematics.

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

Adult Learning Culture

Adult Learning Culture Areas of Strength

East Valley Elementary School has provided teachers who are new to the teaching profession or who have fewer than five years of teach experience with instructional coaches in the area of math and reading. The school has been able to monitor the implementation of the HMH ELA curriculum with support. The i-Ready math curriculum has been fully implemented in each classroom.

Adult Learning Culture Areas for Growth

East Valley Elementary School has identified through the Nevada Educator Performance Framework (NEPF) evaluation system that standard 4 has received the lowest rating over the past years. The school has seen standard 4 indicator 1 and 2 as the area needed for growth.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lack of data tracking in the area of standard 4 and implementation of metacognition strategies has not allowed equitable access to this area during the lesson activities.	Creation of a school wide goal specific to standard 4 to implement student metacognition will give increase engagement and create life long learning.
Foster/Homeless	Lack of data tracking in the area of standard 4 and implementation of metacognition strategies has not allowed equitable access to this area during the lesson activities.	Creation of a school wide goal specific to standard 4 to implement student metacognition will give increase engagement and create life long learning.
Free and Reduced Lunch	Lack of data tracking in the area of standard 4 and implementation of metacognition strategies has not allowed equitable access to this area during the lesson activities.	Creation of a school wide goal specific to standard 4 to implement student metacognition will give increase engagement and create life long learning.
Migrant/Title1-C Eligible	Lack of data tracking in the area of standard 4 and implementation of metacognition strategies has not allowed equitable access to this area during the lesson activities.	Creation of a school wide goal specific to standard 4 to implement student metacognition will give increase engagement and create life long learning.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Lack of data tracking in the area of standard 4 and implementation of metacognition strategies has not allowed equitable access to this area during the lesson activities.	Creation of a school wide goal specific to standard 4 to implement student metacognition will give increase engagement and create life long learning.
Students with IEPs	Lack of data tracking in the area of standard 4 and implementation of metacognition strategies has not allowed equitable access to this area during the lesson activities.	Creation of a school wide goal specific to standard 4 to implement student metacognition will give increase engagement and create life long learning.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): EVES staff performs lower on average on the NEPF standard 4 indicators 1 and 2.

Critical Root Cause: Inconsistent use of instructional strategies in the classroom during daily lessons.

Connectedness

Connectedness Areas of Strength

East Valley Elementary School has been slightly lower in its chronic absenteeism rate than the district's rate of 34.6%. We are lower than the state's average. The school creates school wide recognition for students who attend regularly and focus on communication with parents about the importance of daily attendance.

Connectedness Areas for Growth

East Valley Elementary School has seen an increase in the chronic absenteeism rate since 2020. The school has seen improvements in lowering our absenteeism rate since 2020. The school is still above the 2018-19 rate of 18.8%

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Identifying the root cause of absenteeism in the vulnerable populations and increasing student engagement.	Increase the family engagement activities and communication with our parents.
Foster/Homeless	Identifying the root cause of absenteeism in the vulnerable populations and increasing student engagement.	Increase the family engagement activities and communication with our parents.
Free and Reduced Lunch	Identifying the root cause of absenteeism in the vulnerable populations and increasing student engagement.	Increase the family engagement activities and communication with our parents.
Migrant/Title1-C Eligible	Identifying the root cause of absenteeism in the vulnerable populations and increasing student engagement.	Increase the family engagement activities and communication with our parents.
Racial/Ethnic Minorities	Identifying the root cause of absenteeism in the vulnerable populations and increasing student engagement.	Increase the family engagement activities and communication with our parents.

Student Group	Challenge	Solution
Students with IEPs	Identifying the root cause of absenteeism in the vulnerable populations and increasing student engagement.	Increase the family engagement activities and communication with our parents.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic absenteeism limits our students access to high quality instruction.

Critical Root Cause: Identifying the barriers that students and their families face.

Priority Problem Statements

Problem Statement 1: Achievement gaps in grades K-4 in ELA and Mathematics.

Critical Root Cause 1: Early literacy and numeracy gaps, socioeconomic barriers and above average absenteeism rates cause students to not receive high quality instruction daily.

Problem Statement 1 Areas: Student Success

Problem Statement 2: EVES staff performs lower on average on the NEPF standard 4 indicators 1 and 2.

Critical Root Cause 2: Inconsistent use of instructional strategies in the classroom during daily lessons.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Chronic absenteeism limits our students access to high quality instruction.

Critical Root Cause 3: Identifying the barriers that students and their families face.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- CCR Participation data
- Criterion-Referenced Test in Mathematics
- Curriculum Based Measures
- Early childhood literacy and math data
- Early reading assessment results
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- MyPath
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- STEM/STEAM
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener

Adult Learning Culture

- Class size averages by grade and subject
- Coaching Logs
- Communications data
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Student Climate Survey
- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Home Visits
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In grades K-4, at least 58% of students at 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) i-Ready assessment during the 2025-26 school year.

Formative Measures: i-Ready diagnostic assessment for the 2025-26 school year.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Create a comprehensive and data-driven approach that empowers students, teachers, and families.				Status Check		EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	May
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 2025-26 school year.	No review	No review	
<p>Position Responsible: Administration</p> <p>Resources Needed: Scheduled time for PLC meetings, Title I funding for substitute coverage when needed.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>						

Improvement Strategy 2 Details				Reviews											
Improvement Strategy 2: Set school wide, classroom and student incentives in both reading and math in their i-Ready personalized learning paths.				Status Check		EOY Reflection									
				Nov	Jan	May									
				<table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Set specific, measurable, achievable, relevant, and time-bound (SMART) growth goals for individual students, classes, and grade levels based on diagnostic data.</td> <td>Teachers, Administration</td> <td>2025-26 school year</td> </tr> <tr> <td>2</td> <td>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.</td> <td>Teacher</td> <td>Weekly during the 2025-26 school year</td> </tr> </tbody> </table> <p>Position Responsible: Administration Resources Needed: Intervention block during the school day, Title I funding for incentives for class and school wide rewards. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Problem Statements/Critical Root Cause: Student Success 1</p>	Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Set specific, measurable, achievable, relevant, and time-bound (SMART) growth goals for individual students, classes, and grade levels based on diagnostic data.	Teachers, Administration	2025-26 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
Action #	Actions for Implementation	Person(s) Responsible	Timeline												
1	Set specific, measurable, achievable, relevant, and time-bound (SMART) growth goals for individual students, classes, and grade levels based on diagnostic data.	Teachers, Administration	2025-26 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 2025-26 school year												

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Achievement gaps in grades K-4 in ELA and Mathematics. Critical Root Cause: Early literacy and numeracy gaps, socioeconomic barriers and above average absenteeism rates cause students to not receive high quality instruction daily.

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 online student program

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Increasing the opportunity of East Valley Elementary School students to explore WBL opportunities by developing career awareness through the School Links online platform.				Status Check		EOY Reflection
				Nov	Jan	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	No review	No review	
1	Students will participate in School Links activities once a month during the school day.	Staff Administration	End of the 2025-26 school year.			
Position Responsible: Counselor Resources Needed: School Links online program Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 2: Moderate: Work Based Learning Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 1: Achievement gaps in grades K-4 in ELA and Mathematics. Critical Root Cause: Early literacy and numeracy gaps, socioeconomic barriers and above average absenteeism rates cause students to not receive high quality instruction daily.

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: EVES will utilize the data collection of WBL activities during the school year based on the data collection of activities that were recorded last year.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Increasing the number of East Valley Elementary School students to explore WBL by developing career awareness through the School Links online platform.				Status Check		EOY Reflection
				Nov	Jan	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	No review	No review	
1	Students will participate in School Links activities in each classroom once a month.	Administration Staff	End of 2025-26 school year			
Position Responsible: Counselor Resources Needed: School Links online program Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 2: Moderate: Work-Based Learning Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 3 Problem Statements:

Student Success
Problem Statement 1: Achievement gaps in grades K-4 in ELA and Mathematics. Critical Root Cause: Early literacy and numeracy gaps, socioeconomic barriers and above average absenteeism rates cause students to not receive high quality instruction daily.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By May 2026, all EVES students will have achieved mastery (Performance Level 4) of the NEPF instructional practice standard 4 indicator 1, as evidenced by students being able to fully explain student learning goals/targets. Specifically: "What am I learning? Why am I learning it? How will I know I have learned it?"

Formative Measures: Nevada Educator Performance Framework instructional practice standard 4 indicator 1 performance level results

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Consistent student engagement by ensuring a common understanding and consistent application of learning goal articulation across all classrooms.				Status Check		EOY Reflection
				Nov	Jan	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	No review	No review	
1	Provide professional learning focused on effective metacognitive strategies specifically designed to gauge students' comprehension of learning goals. Examples: Exit tickets asking "What was our learning target today?", partner discussions, quick writes, thumbs-up/down.	Administration, Teacher Leaders	2025-26 school year			
2	Administration and instructional coaches will conduct targeted once a week per classroom walkthroughs specifically looking for evidence of learning goals and success criteria being displayed, explicitly taught, and students being able to answer questions.	Administration, Teacher Leaders	2025-26			
Position Responsible: Principal, Teacher Leader Resources Needed: Administration or teacher leaders to facilitate PD and provide ongoing support. Title I funding for substitute coverage when needed for peer observations. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: EVES staff performs lower on average on the NEPF standard 4 indicators 1 and 2. Critical Root Cause: Inconsistent use of instructional strategies in the classroom during daily lessons.

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 rate to the 2025/2026 school year.

Formative Measures: Infinite Campus Attendance Reports

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: EVES will utilize data-driven identification and monitoring, create positive school climate and engagement, and increase family engagement and communication.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
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	2025-26 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 2025 (kick-off), ongoing monthly themes and monthly 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			
<p>Position Responsible: Administration</p> <p>Resources Needed: Title I funding for incentives for students and school.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 4.2</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>						

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Chronic absenteeism limits our students access to high quality instruction. **Critical Root Cause:** Identifying the barriers that students and their families face.