Lyon County School District

Riverview Elementary School

2025-2026 School Improvement Plan

Classification: 2 Star School

Title I

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): Teachers do not effectively track intervention data and/or know how to analyze the data to drive instruction.
Critical Root Cause: Lack of knowledge and time. There has not been a consistent assessment to track data and analyze growth or lack of.

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: Teachers do not effectively track intervention data and/or know how to analyze the data to drive instruction.

Critical Root Cause 2: Lack of knowledge and time. There has not been a consistent assessment to track data and analyze growth or lack of.

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: At least 50% of students will meet or exceed their personal typical growth in reading from the Fall of 2025 to the Spring of 2026 on their iReady diagnostics.

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

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: Due to students scoring low on vocabulary and Informational text strands, on their iReady Reading Diagnostic, teachers will utilize NewsELA for supplemental vocabulary and informational text reading instruction.				**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Jan**	**May**
				No review	No review	
1	Training on NewsELA	Debra Ranft and Admin	August 2025			
Position Responsible: Admin **Resources Needed:** Access to NewsELA, time **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: At least 58% of students will meet or exceed their personal typical growth in math from Fall of 2025 to the Spring of 2026 on their iReady diagnostics.

> **Formative Measures:** iReady weekly mypath reports, iReady diagnostics
>
> **Aligns with District Goal**

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Training for all staff on Science of Math Rope to be able to provide effective math interventions for students.				**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Jan**	**May**
1	Collaborate with RPDP on math training	Hansen	August, 2025	No review	No review	
2	Use PLC time with teacher to create goals, analyze and discuss data, and determine student interventions	Hansen, all teachers	June 2026			
Position Responsible: Principal **Resources Needed:** Time Teacher Buy-in **Evidence Level** Level 2: Moderate: Math Training **Problem Statements/Critical Root Cause:** Student Success 1						

SMART Goal 2 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 2: Adult Learning Culture

SMART Goal 1: 100% of teachers will implement and track reading and math interventions using intervention data to drive instruction

    Formative Measures: Data tracking systems, PLC notes

    Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Teachers will use PLC time to collaboratively plan interventions and analyze student data to drive instruction				**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	Intervention tracking system	Admin and teachers	Yearlong			
Position Responsible: Admin and teachers **Resources Needed:** Training, time, buy-in **Evidence Level** **Problem Statements/Critical Root Cause:** Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Teachers do not effectively track intervention data and/or know how to analyze the data to drive instruction.   **Critical Root Cause**: Lack of knowledge and time. There has not been a consistent assessment to track data and analyze growth or lack of.

Inquiry Area 3: Connectedness

SMART Goal 1: Riverview will decrease the chronic absenteeism rate by 2%, from 18% to 16% 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**
Action #	**Actions for Implementation**		**Person(s) Responsible**	**Timeline**	**Nov**	**Jan**	**May**
					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 **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.