

**Lyon County School District**

**Silver Stage Elementary School**

**2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies**



# Mission Statement

Create a positive learning environment where students feel safe to excel at their own rates while making strides towards their ambitions with grit and determination.

## Vision

Students will leave SSES as passionate, resilient, problem solvers, with solid foundational skills . These citizens will be curious about the world around them and approach it with responsibility, respect, and perseverance.

# 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/silver\\_stage\\_elementary\\_school/2024](https://nevadareportcard.nv.gov/DI/nv/lyon/silver_stage_elementary_school/2024)

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# Inquiry Areas

## Inquiry Area 1: Student Success

**SMART Goal 1:** At least 58% of students in Lyon County School District and Silver Stage Elementary, will meet or exceed their personal typical growth in math and reading from the beginning of the year (BOY) assessments to the end of the year (EOY) i-Ready assessment during the 2025/26 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

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews										
<b>Improvement Strategy 1:</b> Focus on time and lessons passed by iReady MyPath in reading and math <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Weekly designated time for PLCs, with guided questions and note taker</td><td>Erin Korf, Alfredo Martinez, Grade Level Leaders</td><td>2 times/month</td></tr></table> <p><b>Position Responsible:</b> CIP Team Members</p> <p><b>Resources Needed:</b> Designated time for PLC's and Planning, Title 1 Funding for support and training,</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Evidence Level</b></p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 3 - Adult Learning Culture 1 - Connectedness 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Weekly designated time for PLCs, with guided questions and note taker	Erin Korf, Alfredo Martinez, Grade Level Leaders	2 times/month	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
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				Nov	Jan	May								
No review	No review													

Improvement Strategy 2 Details				Reviews																		
<b>Improvement Strategy 2:</b> Student goal setting and discussions at Fall, Winter, and Spring testing to create buy in from students. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Create student data binders to hold goal pages and progress monitoring</td><td>Each teacher</td><td>3x/year</td></tr><tr><td>2</td><td>Goal page for students to track progress on time and lessons passed on iReady</td><td>School Improvement team will create.</td><td>Prior to September 2, 2025</td></tr><tr><td>3</td><td>Goal celebrations for students that meet not only benchmark but growth targets.</td><td>PBIS team (Lead-Bre Owens), Erin Korf, Alfredo Martinez</td><td>Schedule after diagnostic assessments are given</td></tr></table> <p><b>Position Responsible:</b> PBIS Team</p> <p><b>Resources Needed:</b> 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,</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Evidence Level</b> Level 4: Demonstrate Rationale: Metacognition</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 3, 5 - Adult Learning Culture 1 - Connectedness 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Create student data binders to hold goal pages and progress monitoring	Each teacher	3x/year	2	Goal page for students to track progress on time and lessons passed on iReady	School Improvement team will create.	Prior to September 2, 2025	3	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	Status Check		EOY Reflection
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### SMART Goal 1 Problem Statements:

Student Success
<p><b>Problem Statement 3:</b> We have large gaps in foundational skills for reading at all grade levels. <b>Critical Root Cause:</b> Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps</p> <p><b>Problem Statement 5:</b> Our math data is inconsistent over the years and we are not closing gaps of missing information. <b>Critical Root Cause:</b> -Becoming complacent with curriculum and not following structure -Not knowing what students are missing to create small groups during intervention time.</p>
Adult Learning Culture
<p><b>Problem Statement 1:</b> 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. <b>Critical Root Cause:</b> -getting complacent with curriculum -compliance but not commitment -lack of full understanding of expectations and standards -fear of sharing data and judgement -lack of focused time</p>
Connectedness
<p><b>Problem Statement 1:</b> We have large gaps in foundational skills for reading at all grade levels. <b>Critical Root Cause:</b> Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps</p>

## Inquiry Area 1: Student Success

**SMART Goal 2:** By end of 2025/26 school year, we will decrease the number of students on RAP (including monitoring) by 10% as measured by iReady Diagnostic Fall, Winter, and Spring.

**Formative Measures:** -MyPath scores and lesson completed  
 -HMH Progress Monitoring  
 -iReady lesson progress

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews														
<b>Improvement Strategy 1:</b> Use data from diagnostic to create small groups and implement groups daily in the classroom. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Data dig PD using prerequisite report quarterly</td><td>Erin Korf, Alfredo Martinez, all teaching staff</td><td>4x/year at our school</td></tr><tr><td>2</td><td>Monitored every three weeks during PLC time, discuss small group topics, and small group needs and strengths</td><td>Grade level teachers</td><td>Every 3 weeks at PLC</td></tr></table> <p><b>Position Responsible:</b> Administration and teaching staff</p> <p><b>Resources Needed:</b> -Professional development time for data digs -Guarded PLC time to progress monitor -Title 1 Funds to support PLC process and training</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Evidence Level</b></p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 3, 5 - Adult Learning Culture 1 - Connectedness 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Data dig PD using prerequisite report quarterly	Erin Korf, Alfredo Martinez, all teaching staff	4x/year at our school	2	Monitored every three weeks during PLC time, discuss small group topics, and small group needs and strengths	Grade level teachers	Every 3 weeks at PLC	Status Check		EOY Reflection
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Nov	Jan	May																
No review	No review																	

## SMART Goal 2 Problem Statements:

Student Success
<b>Problem Statement 3:</b> We have large gaps in foundational skills for reading at all grade levels. <b>Critical Root Cause:</b> Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps

<b>Student Success</b>
<b>Problem Statement 5:</b> Our math data is inconsistent over the years and we are not closing gaps of missing information. <b>Critical Root Cause:</b> -Becoming complacent with curriculum and not following structure -Not knowing what students are missing to create small groups during intervention time.
<b>Adult Learning Culture</b>
<b>Problem Statement 1:</b> 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. <b>Critical Root Cause:</b> -getting complacent with curriculum -compliance but not commitment -lack of full understanding of expectations and standards -fear of sharing data and judgement -lack of focused time
<b>Connectedness</b>
<b>Problem Statement 1:</b> We have large gaps in foundational skills for reading at all grade levels. <b>Critical Root Cause:</b> Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps

## Inquiry Area 1: Student Success

**SMART Goal 3:** Lyon County School District and Silver Stage Elementary will increase the total number of work based learning opportunities by 10% from the 2024/25 school year to the 2025/26 school year.

**Formative Measures:** -Monthly data collection that is given to the district  
-School Links data monitoring

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews										
<b>Improvement Strategy 1:</b> Bi-weekly time allotted to School Links and career exploration <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Complete during computer time and/or library time 2x a month.</td><td>Computer and Library teacher</td><td>Weekly</td></tr></table> <p><b>Position Responsible:</b> Computer and Library teachers, students, admin to monitor School Links</p> <p><b>Resources Needed:</b> -School Links Subscription (Paid for by the district) -Title 1 Funds to supplement or bring in other opportunities</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6</p> <p><b>Evidence Level</b> Level 2: Moderate: Work Based Learning</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 2, 4 - Connectedness 3, 4</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Complete during computer time and/or library time 2x a month.	Computer and Library teacher	Weekly	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Complete during computer time and/or library time 2x a month.	Computer and Library teacher	Weekly							
				Nov	Jan	May								
No review	No review													

## SMART Goal 3 Problem Statements:

Student Success
<b>Problem Statement 2:</b> Student focus and attention is lacking <b>Critical Root Cause:</b> -student buy in to learning and valuing the importance -lots of time spent on technology outside of school -students wanting instant gratification -Students not making connections between current learning and their future <b>Problem Statement 4:</b> We have a high rate of absences. <b>Critical Root Cause:</b> -Families not understanding importance and benefit of school and learning -Lack of consequences for absenteeism -Lack of joy and choice in the learning -Stakeholders don't understand the opportunities and connections between school and future careers
Connectedness
<b>Problem Statement 3:</b> Student focus and attention is lacking <b>Critical Root Cause:</b> -student buy in to learning and valuing the importance -lots of time spent on technology outside of school -students wanting instant gratification -Students not making connections between current learning and their future



<b>Connectedness</b>
<b>Problem Statement 4:</b> We have a high rate of absences. <b>Critical Root Cause:</b> -Families not understanding importance and benefit of school and learning -Lack of consequences for absenteeism -Lack of joy and choice in the learning -Stakeholders don't understand the opportunities and connections between school and future careers

## Inquiry Area 1: Student Success

**SMART Goal 4:** Lyon County School District and Silver Stage Elementary will increase the total number of students participating in work based learning opportunities by 10% from the 2024/25 school year to the 2025/26 school year.

**Formative Measures:** -Monthly data collection to district  
-School Links data monitoring

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews										
<b>Improvement Strategy 1:</b> Bi-weekly time allotted to School Links and career exploration <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Complete during computer time and/or library time 2x a month.</td><td>Computer and Library teacher</td><td>Weekly</td></tr></table> <p><b>Position Responsible:</b> Computer and Library teachers, students, admin to monitor School Links</p> <p><b>Resources Needed:</b> -School Links Subscription (Paid for by the district) -Title 1 funds to supplement or bring in guest speakers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6</p> <p><b>Evidence Level</b> Level 2: Moderate: Work Based Learning</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 2, 4 - Connectedness 3, 4</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Complete during computer time and/or library time 2x a month.	Computer and Library teacher	Weekly	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Complete during computer time and/or library time 2x a month.	Computer and Library teacher	Weekly							
				Nov	Jan	May								
No review	No review													

## SMART Goal 4 Problem Statements:

Student Success
<p><b>Problem Statement 2:</b> Student focus and attention is lacking <b>Critical Root Cause:</b> -student buy in to learning and valuing the importance -lots of time spent on technology outside of school -students wanting instant gratification -Students not making connections between current learning and their future</p> <p><b>Problem Statement 4:</b> We have a high rate of absences. <b>Critical Root Cause:</b> -Families not understanding importance and benefit of school and learning -Lack of consequences for absenteeism -Lack of joy and choice in the learning -Stakeholders don't understand the opportunities and connections between school and future careers</p>
Connectedness
<p><b>Problem Statement 3:</b> Student focus and attention is lacking <b>Critical Root Cause:</b> -student buy in to learning and valuing the importance -lots of time spent on technology outside of school -students wanting instant gratification -Students not making connections between current learning and their future</p>

<b>Connectedness</b>
<b>Problem Statement 4:</b> We have a high rate of absences. <b>Critical Root Cause:</b> -Families not understanding importance and benefit of school and learning -Lack of consequences for absenteeism -Lack of joy and choice in the learning -Stakeholders don't understand the opportunities and connections between school and future careers

**Inquiry Area 2: Adult Learning Culture**

**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

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews														
<b>Improvement Strategy 1:</b> Weekly PLC time with importance of data and strategy planning. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>PD on PLC Cycle</td><td>Admin/Teacher Leaders</td><td>Beginning of School Year</td></tr><tr><td>2</td><td>Guided Notetaker with Standard driven questions</td><td>Admin and Grade Level teams</td><td>Provided weekly in PLC notes</td></tr></table> <p><b>Position Responsible:</b> administration and teaching staff</p> <p><b>Resources Needed:</b> -devoted time for PLC -Standards progression documents -Title 1 funds to support training and education around PLC's</p> <p><b>Evidence Level</b></p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 3, 5 - Adult Learning Culture 1 - Connectedness 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	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	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline											
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				2	Guided Notetaker with Standard driven questions	Admin and Grade Level teams	Provided weekly in PLC notes											
Nov	Jan	May																
No review	No review																	

Improvement Strategy 2 Details				Reviews														
<b>Improvement Strategy 2:</b> Quarterly school data digs with a focus on instructional strategies using Prerequisite data, iReady diagnostic data, and historical data. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Schedule on PD Calendar (could we use our 1/2 day PD days for this)</td><td>Erin Korf, Alfredo Martinez</td><td>After fall testing, After Winter testing After Spring Testing (Use PD Day)</td></tr><tr><td>2</td><td>Agenda and/or checklist of outcomes for each data dig</td><td>CIP Team</td><td></td></tr></table> <p><b>Position Responsible:</b> administration and CIP team</p> <p><b>Resources Needed:</b> -structured agenda items and checklist for data digs -devoted time in PD schedule</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Evidence Level</b></p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 3, 5 - Adult Learning Culture 1 - Connectedness 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	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		Status Check		EOY Reflection
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Adult Learning Culture
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Connectedness
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**Inquiry Area 3:** Connectedness

**SMART Goal 1:** Lyon County School District and Silver Stage Elementary will reduce the chronic absenteeism rate by 10% from the 2024/25 school year 2025/26 school year.

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

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews														
<b>Improvement Strategy 1:</b> 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. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Absenteeism report pulled bi-weekly and attendance secretary schedule visits</td><td>Admin, SRO, Counselor, attendance secretary</td><td>Bi-Weekly</td></tr><tr><td>2</td><td>Bi-weekly meeting with admin, secretary, counselor, SRO to review attendance records</td><td>Admin to schedule</td><td>Bi-Weekly</td></tr></table> <p><b>Position Responsible:</b> Administration, Counselor</p> <p><b>Resources Needed:</b> -Time to visit homes -Time to pull reports</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.2</p> <p><b>Evidence Level</b></p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 2, 4 - Connectedness 3, 4</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	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	Status Check		EOY Reflection
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Nov	Jan	May																
No review	No review																	

Improvement Strategy 2 Details				Reviews														
<b>Improvement Strategy 2:</b> Required attendance meetings with families for students with 25% or greater absences. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Students with chronic absenteeism will create goals to increase their attendance at school and share with families</td><td>Erin Korf, Alfredo Martinez, SRO, teachers</td><td>Weekly check on percentages and scheduling meeting. Meetings will happen throughout the year.</td></tr><tr><td>2</td><td>Meeting with families will review attendance, discuss reasons, and create a plan for improving attendance</td><td>Erin Korf, Alfredo Martinez, SRO, teachers</td><td></td></tr></table> <p><b>Position Responsible:</b> Administration, SRO, teaching staff</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.2</p> <p><b>Evidence Level</b></p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 2, 4 - Connectedness 3, 4</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	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		<b>Status Check</b>		<b>EOY Reflection</b>
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Improvement Strategy 3 Details				Reviews																		
<b>Improvement Strategy 3:</b> Positive rewards, both random and scheduled to promote students who are in attendance on a regular basis <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Random Weekly drawing on a Friday for students who were present all week</td><td>Alexis Shively, Erin Korf, Alfredo Martinez</td><td>At least 3 times/ month.</td></tr><tr><td>2</td><td>Perfect attendance awards</td><td>Alexis Shively, Erin Korf, Alfredo Martinez</td><td>Monthly and quarterly</td></tr><tr><td>3</td><td>Perfect attendance rewards drawing for a special activity/ trip</td><td>Alexis Shively, Erin Korf, Alfredo Martinez</td><td>Quarterly</td></tr></table> <p><b>Position Responsible:</b> Attendance Secretary, Administration</p> <p><b>Resources Needed:</b> -Prize drawings -Alexis to pull weekly reports -Title 1 Funds to support prizes and awards</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Evidence Level</b></p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 2, 4 - Connectedness 3, 4</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	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	<b>Status Check</b>		<b>EOY Reflection</b>
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Student Success
<b>Problem Statement 2:</b> Student focus and attention is lacking <b>Critical Root Cause:</b> -student buy in to learning and valuing the importance -lots of time spent on technology outside of school -students wanting instant gratification -Students not making connections between current learning and their future
<b>Problem Statement 4:</b> We have a high rate of absences. <b>Critical Root Cause:</b> -Families not understanding importance and benefit of school and learning -Lack of consequences for absenteeism -Lack of joy and choice in the learning -Stakeholders don't understand the opportunities and connections between school and future careers
Connectedness
<b>Problem Statement 3:</b> Student focus and attention is lacking <b>Critical Root Cause:</b> -student buy in to learning and valuing the importance -lots of time spent on technology outside of school -students wanting instant gratification -Students not making connections between current learning and their future
<b>Problem Statement 4:</b> We have a high rate of absences. <b>Critical Root Cause:</b> -Families not understanding importance and benefit of school and learning -Lack of consequences for absenteeism -Lack of joy and choice in the learning -Stakeholders don't understand the opportunities and connections between school and future careers