# Lyon County School District

# Smith Valley Schools

# 2025-2026 School Improvement Plan

**Classification: 4 Star School**

Title I

# Mission Statement

Smith Valley School fosters learning for life, empowers connected learners, promotes student ownership, and encourages discovery learning so students can be successful in a rapidly evolving world.

# Vision

Smith Valley School will develop the following values in all stakeholders: Preparation, Respect, Integrity, Determination, and Excellence (P.R.I.D.E.).

# 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/smith_valley_schools/2023/nspf/).

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# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

Smith Valley boasts a graduation rate above 95%. The school is actively implementing multiple postsecondary readiness initiatives, demonstrating a strong commitment to data tracking and goal setting, particularly with tools like WorkKeys and graduation metrics.

In mathematics, the school excels in Algebraic Thinking and Measurement & Data, while also showcasing strengths in Real & Complex Number Systems. For English Language Arts (ELA), notable areas of strength include Phonological Awareness and Vocabulary. The use of data-driven growth models, such as i-Ready, MAP, ALEKS, and ACT, supports focused growth expectations across grade levels.

### Student Success Areas for Growth

Smith Valley School is committed to enhancing data tracking and goal setting related to graduation metrics. A key focus is on ensuring equitable access and participation in Work-Based Learning (WBL) programs, as well as strengthening support for students with Individualized Education Programs (IEPs). The school aims to expand career exploration opportunities earlier in the K–12 pipeline.

In mathematics, the focus areas include Geometry and Probability & Statistics. There is a recognized need for differentiated support strategies tailored for specific subgroups, such as English Learners (EL), students from low-income families (FRL), and those with IEPs.

In English Language Arts (ELA), the emphasis on Informational text highlights the necessity for varied support strategies to meet the diverse needs of these subgroups.

ACT trend data results below:

| Group | Year | Composite | | Math | Science | STEM | English | Reading | Writing | ELA |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Valid Number | Mean Score | Mean Score | Mean Score | Mean Score | Mean Score | Mean Score | Mean Score | Mean Score |
| LYON COUNTY SCHOOL DISTRICT | 2024-2025 | 722 | 15.7 | 16.2 | 16.0 | 16.3 | 13.9 | 16.3 | 5.3 | 14.4 |
| LYON COUNTY SCHOOL DISTRICT | 2023-2024 | 766 | 15.7 | 15.8 | 16.3 | 16.3 | 13.6 | 16.5 | 5.4 | 14.3 |

| Group | Year | Composite | | Math | Science | STEM | English | Reading | Writing | ELA |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Valid Number | Mean Score | Mean Score | Mean Score | Mean Score | Mean Score | Mean Score | Mean Score | Mean Score |
| LYON COUNTY SCHOOL DISTRICT | 2022-2023 | 694 | 16.1 | 16.0 | 16.8 | 16.6 | 14.6 | 16.5 | 5.4 | 14.9 |
| LYON COUNTY SCHOOL DISTRICT | 2021-2022 | 644 | 16.5 | 16.3 | 17.2 | 17.1 | 14.8 | 17.2 | 5.6 | 15.4 |
| LYON COUNTY SCHOOL DISTRICT | 2020-2021 | 657 | 16.7 | 17.0 | 17.1 | 17.3 | 14.8 | 17.4 | 5.7 | 15.6 |
| SMITH VALLEY SCHOOL | 2024-2025 | 19 | 14.9 | 15.6 | 14.5 | 15.2 | 13.9 | 15.9 | 6.1 | 15.3 |
| SMITH VALLEY SCHOOL | 2023-2024 | 21 | 15.8 | 15.8 | 16.1 | 16.2 | 13.3 | 17.4 | 5.5 | 14.8 |
| SMITH VALLEY SCHOOL | 2022-2023 | 22 | 15.8 | 16.4 | 16.9 | 16.8 | 14.3 | 15.1 | 5.3 | 14.3 |
| SMITH VALLEY SCHOOL | 2021-2022 | 20 | 16.6 | 16.6 | 17.9 | 17.6 | 14.6 | 16.9 | 6.1 | 15.8 |
| SMITH VALLEY SCHOOL | 2020-2021 | 25 | 16.8 | 17.7 | 17.2 | 17.7 | 14.7 | 17.4 | 6.0 | 16.2 |

**Student Success Equity Resource Supports**

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | Commitment to data tracking and goal setting regarding graduation data is essential for ensuring equitable access and participation in Work-Based Learning (WBL) programs. There is a need for differentiated support strategies in Tier 1 instruction for English Language Arts (ELA) and Math. Additionally, tighter alignment of the core curriculum to ACT standards, particularly in Math and Science, is necessary, along with increased access to ACT preparation resources. | Partnerships will be established with community employers to enhance inclusive Work-Based Learning (WBL) access. Mentorship programs will be developed for underrepresented students in various career pathways. Focused case management will be implemented for at-risk high school students to ensure they remain on track for graduation. Additionally, professional development in inclusive instructional practices will be prioritized within Tier 1 instruction, along with the provision of targeted Tier 2 and Tier 3 interventions and scaffolds.<br><br>Provide ACT prep materials and tutoring services in multiple languages. |
| **Foster/Homeless** | Commitment to data tracking and goal setting regarding graduation data is essential for ensuring equitable access and participation in Work-Based Learning (WBL) programs. There is a need for differentiated support strategies in Tier 1 instruction for English Language Arts (ELA) and Math. Additionally, tighter alignment of the core curriculum to ACT standards, particularly in Math and Science, is necessary, along with increased access to ACT preparation resources. | Partnerships will be established with community employers to enhance inclusive Work-Based Learning (WBL) access. Mentorship programs will be developed for underrepresented students in various career pathways. Focused case management will be implemented for at-risk high school students to ensure they remain on track for graduation. Additionally, professional development in inclusive instructional practices will be prioritized within Tier 1 instruction, along with the provision of targeted Tier 2 and Tier 3 interventions and scaffolds.<br><br>Ensure consistent access to academic support and provide access to ACT prep resources. |

| Student Group | Challenge | Solution |
| --- | --- | --- |
| **Free and Reduced Lunch** | Commitment to data tracking and goal setting regarding graduation data is essential for ensuring equitable access and participation in Work-Based Learning (WBL) programs. There is a need for differentiated support strategies in Tier 1 instruction for English Language Arts (ELA) and Math. Additionally, tighter alignment of the core curriculum to ACT standards, particularly in Math and Science, is necessary, along with increased access to ACT preparation resources. | Partnerships will be established with community employers to enhance inclusive Work-Based Learning (WBL) access. Mentorship programs will be developed for underrepresented students in various career pathways. Focused case management will be implemented for at-risk high school students to ensure they remain on track for graduation. Additionally, professional development in inclusive instructional practices will be prioritized within Tier 1 instruction, along with the provision of targeted Tier 2 and Tier 3 interventions and scaffolds.<br><br>Waive ACT fees and offer prep courses. |
| **Migrant/Title1-C Eligible** | Commitment to data tracking and goal setting regarding graduation data is essential for ensuring equitable access and participation in Work-Based Learning (WBL) programs. There is a need for differentiated support strategies in Tier 1 instruction for English Language Arts (ELA) and Math. Additionally, tighter alignment of the core curriculum to ACT standards, particularly in Math and Science, is necessary, along with increased access to ACT preparation resources. | Partnerships will be established with community employers to enhance inclusive Work-Based Learning (WBL) access. Mentorship programs will be developed for underrepresented students in various career pathways. Focused case management will be implemented for at-risk high school students to ensure they remain on track for graduation. Additionally, professional development in inclusive instructional practices will be prioritized within Tier 1 instruction, along with the provision of targeted Tier 2 and Tier 3 interventions and scaffolds.<br><br>Digital access to ACT prep content. |

| Student Group | Challenge | Solution |
|---|---|---|
| **Racial/Ethnic Minorities** | Commitment to data tracking and goal setting regarding graduation data is essential for ensuring equitable access and participation in Work-Based Learning (WBL) programs. There is a need for differentiated support strategies in Tier 1 instruction for English Language Arts (ELA) and Math. Additionally, tighter alignment of the core curriculum to ACT standards, particularly in Math and Science, is necessary, along with increased access to ACT preparation resources. | Partnerships will be established with community employers to enhance inclusive Work-Based Learning (WBL) access. Mentorship programs will be developed for underrepresented students in various career pathways. Focused case management will be implemented for at-risk high school students to ensure they remain on track for graduation. Additionally, professional development in inclusive instructional practices will be prioritized within Tier 1 instruction, along with the provision of targeted Tier 2 and Tier 3 interventions and scaffolds.<br><br>Partner with culturally relevant mentors and tutors and use data to identify opportunity gaps. |
| **Students with IEPs** | Commitment to data tracking and goal setting regarding graduation data is essential for ensuring equitable access and participation in Work-Based Learning (WBL) programs. There is a need for differentiated support strategies in Tier 1 instruction for English Language Arts (ELA) and Math. Additionally, tighter alignment of the core curriculum to ACT standards, particularly in Math and Science, is necessary, along with increased access to ACT preparation resources. | Partnerships will be established with community employers to enhance inclusive Work-Based Learning (WBL) access. Mentorship programs will be developed for underrepresented students in various career pathways. Focused case management will be implemented for at-risk high school students to ensure they remain on track for graduation. Additionally, professional development in inclusive instructional practices will be prioritized within Tier 1 instruction, along with the provision of targeted Tier 2 and Tier 3 interventions and scaffolds.<br><br>ACT prep with accommodations and differentiated instruction. |

**Problem Statements Identifying Student Success Needs**

**Problem Statement 1 (Prioritized):** Despite advancements in graduation rates and the implementation of work-based learning initiatives, access to and engagement in postsecondary pathways continue to exhibit disparities among various student demographics. To enhance equity in college and career readiness, it is imperative to provide targeted support and inclusive opportunities for all learners.
**Critical Root Cause:** The implementation of the curriculum has been inconsistent, characterized by high teacher turnover and variable Tier I instruction. There is a pressing necessity for a more cohesive alignment of the core curriculum with ACT standards, as well as enhanced access to Work-Based Learning (WBL) opportunities.

**Problem Statement 2 (Prioritized):** Current instructional practices have resulted in moderate growth among students; however, disparities remain among various student subgroups in achieving academic benchmarks. It is imperative to align instructional approaches with equitable, high-impact strategies that foster improved growth outcomes across all demographic categories. Although many 11th-grade students exhibit aspirations for college, a considerable proportion--particularly those from underrepresented and high-needs populations--fail to attain the ACT benchmark score range of 16-36. Contributing factors to this issue include inconsistent access to ACT preparation resources, lack of instructional alignment, and insufficient equity-focused interventions. In the absence of targeted support, these disparities are likely to persist, adversely affecting college access and long-term student success.

**Critical Root Cause:** The absence of consistent data tracking and the establishment of clear goals related to graduation metrics and Work-Based Learning (WBL) opportunities presents significant challenges. Furthermore, there is a notable deficiency in both participation rates and equitable access to WBL programs.

# Adult Learning Culture

**Adult Learning Culture Areas of Strength**

The Nevada Educator Performance Framework (NEPF) statewide performance evaluation system for teachers has been and will continue to be the primary tool used to assess the adult learning culture at Smith Valley School.

The goals of the NEPF are: 1) Foster student learning and growth. 2) Improve educators' instructional practices. 3) Inform human capital decisions. 4) Engage stakeholders in the continuous improvement and monitoring of a professional growth system.

6 years (2019-20 to 2024-25) of trend data have been reviewed and analyzed. The information that resulted from this analysis has been used to determine the following adult learner outcome goal for Smith Valley School.

The NEPF instructional practice standard 4 indicators 1-3 teacher evaluation results for the past five years (see below chart) indicates that teacher lesson integration and/or student application of metacognition during the learning process is an area in need when compared with the remaining 16 instructional practice indicator results in all grade levels Kinder - 12th grades.  The fact that the overall average yearly score for SVS teachers was below 3 for 3 of the 5 years for standard 4 indicator 1 is an additional cause for concern. Again, this (sub level 3 score) did not occur with any of the other indicators during the 5 years of trend data. The 5 year average for standard 4 indicator 1 is 3.05. There was been a noticeable amount of growth with indicators 1 and 3 during the last school year as a result of there being a focus on improvement in this area by the SVS instructional team. This focus was achieved by including NEPF standard 4 indicators 1 and 3 as a goal in the SVS continuous improvement plan (SIP). The prior school year's SIP also included standard 4 but was exclusive to only indicator 1. The SVS SIP team and the instructional staff as a whole would like to continue the momentum that has been achieved in regards to metacognition growth over the course of the last two years by focusing on indicator 1 as indicator 3 achieved an overall score of 3.5 for the last two school years.

Additional review by the SVS SIP adult learner goal team has determined that the primary reason students and teachers continue to under perform with indicator 1, relative to the other instructional practice indicators, is due to one or more of the components in indicator 1 not being demonstrated effectively and consistently by the teacher, the student, or both (indicator 1 components include the students being able to fully explain: 1. what the intended learning goal is, 2. why they are learning it, and 3. what successful performance looks like). A teacher-wide focus in this area will increase student metacognition.  Research shows that when students engage in metacognitive activities such as owning their learning, growth and success are much more likely across all grade levels.

Smith Valley School averages for the NEPF Instructional Practice Standard 4 Indicators 1-3.

| NEPF Standard 4 Indicator | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | Average: 5 years |
|---|---|---|---|---|---|---|
| 1 | 2.92 | 2.70 | 2.75 | 3.29 | 3.60 | 3.05 |
| 2 | 3.30 | 3.70 | 3.42 | 3.71 | 4.00 | 3.63 |
| 3 | 3.38 | 3.00 | 2.83 | 3.50 | 3.50 | 3.24 |

**Adult Learning Culture Areas for Growth**

The staff of SVS understand the nature of today's rapidly evolving educational landscape. The following list of SVS adult learning culture strengths are intended to help optimize learner outcomes (both teacher and student), increase engagement, and foster a culture of lifelong learning. These strengths also align and attempt to enhance the LCSD Portrait of a Learner domains and competencies.

- The SVS instructional staff are supported by 2 teacher leaders (elementary and secondary). The teacher leaders support new and returning staff in a multitude of ways based on

current needs. Teacher leaders also provide monthly professional development and facilitate monthly professional learning community meetings.

- The SVS school improvement plan team consists of stakeholders from all aspects of the school community. This includes teachers (elementary, secondary, and sped), parents, students, support staff (paraprofessionals, counselor, interventionist), and administration. In addition, the SIP team is divided into teams which are responsible for identifying, monitoring, reporting, and adjusting the various goals found within the SVS plan. Each team works independently from the SIP team as a whole on its individual areas but also collaborates with the SIP team as a whole in order to create the final plan.
- Instructional and support staff collaborate during monthly site level professional learning community (PLC) meetings. Topics typically focus on curriculum and are facilitated by the teacher leaders and supported by administration.
- Instructional staff and administration participate in quarterly district level "data dig" PLC's again focused on curriculum and instruction.
- Teacher are formally and informally observed throughout the course of the school year. Administration and teachers collaborated in both pre and post observation meetings during the formal observation process. The Nevada Educator Performance Framework (NEPF) evaluation system is used as the basis for the collaborative dialogue and ultimate evaluation rating. All instructional staff at SVS achieved a effective or highly effective rating for the 2024-25 school year with the majority of teachers being rated as highly effective.
- All teacher positions at SVS have been filled for the 2025-26 school year with highly qualified teachers (one position being filled by a critical needs teacher).
- 10 out of 10 NEPF instructional practice standards for 2024-25 averaged at a 3.1 our of 4 for all teacher observations (formal and informal). The NEPF standards that scored the highest average level were instructional practice standards 3 and 5 (3.62) and professional responsibility standard 5 (3.62).

**Adult Learning Culture Equity Resource Supports**

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | Commitment to data tracking and goal setting in regard to implementation of student metacognition strategies. Ensuring equitable access and participation in metacognition opportunities during the lesson activity. | Creation of a schoolwide wildly important goal (W.I.G.) specific to implementation of student metacognition. Identification of lead data measures for both elementary and secondary students and teachers as well as the creation of a scoreboard in order to monitor and adjust based on weekly data reviews. |
| **Foster/Homeless** | Commitment to data tracking and goal setting in regard to implementation of student metacognition strategies. Ensuring equitable access and participation in metacognition opportunities during the lesson activity. | Creation of a schoolwide wildly important goal (W.I.G.) specific to implementation of student metacognition. Identification of lead data measures for both elementary and secondary students and teachers as well as the creation of a scoreboard in order to monitor and adjust based on weekly data reviews. |
| **Free and Reduced Lunch** | Commitment to data tracking and goal setting in regard to implementation of student metacognition strategies. Ensuring equitable access and participation in metacognition opportunities during the lesson activity. | Creation of a schoolwide wildly important goal (W.I.G.) specific to implementation of student metacognition. Identification of lead data measures for both elementary and secondary students and teachers as well as the creation of a scoreboard in order to monitor and adjust based on weekly data reviews. |

| Student Group | Challenge | Solution |
|---|---|---|
| **Migrant/Title1-C Eligible** | Commitment to data tracking and goal setting in regard to implementation of student metacognition strategies. Ensuring equitable access and participation in metacognition opportunities during the lesson activity. | Creation of a schoolwide wildly important goal (W.I.G.) specific to implementation of student metacognition. Identification of lead data measures for both elementary and secondary students and teachers as well as the creation of a scoreboard in order to monitor and adjust based on weekly data reviews. |
| **Racial/Ethnic Minorities** | Commitment to data tracking and goal setting in regard to implementation of student metacognition strategies. Ensuring equitable access and participation in metacognition opportunities during the lesson activity. | Creation of a schoolwide wildly important goal (W.I.G.) specific to implementation of student metacognition. Identification of lead data measures for both elementary and secondary students and teachers as well as the creation of a scoreboard in order to monitor and adjust based on weekly data reviews. |
| **Students with IEPs** | Commitment to data tracking and goal setting in regard to implementation of student metacognition strategies. Ensuring equitable access and participation in metacognition opportunities during the lesson activity. | Creation of a schoolwide wildly important goal (W.I.G.) specific to implementation of student metacognition. Identification of lead data measures for both elementary and secondary students and teachers as well as the creation of a scoreboard in order to monitor and adjust based on weekly data reviews. |

**Problem Statements Identifying Adult Learning Culture Needs**

**Problem Statement 1 (Prioritized):** 6 years of trend data shows that SVS teachers continue to perform lower (average of 3.05) for NEPF instructional practice standard 4 indicator 1 then for indicators 2 and 3 (3.63 and 3.24).
**Critical Root Cause:** Inconsistent application of this instructional strategy (teachers communication of learning goals, performance criteria, and purpose of the lesson to students) by SVS instructional staff.

**Problem Statement 2 (Prioritized):** All students not being able to fully explain: 1) what the intended learning goal of the lesson is, 2) why they are learning it, and 3) what successful performance looks like.
**Critical Root Cause:** Inconsistent student exposure to and/or application of this metacognition strategy by all SVS instructional staff.

# Connectedness

**Connectedness Areas of Strength**

As a general rule the district has had a chronic absenteeism rate of  in excees of 38% for the preceeding four years, and the state's current 2023-24 school year rate was 25.9%. Smith Valley School has been below the absentee rate three out of the past four years at 17.2% for the 2023-2024 school year exceeding the rates of both the state and district.

**Connectedness Areas for Growth**

Smith Valley School's absenteeism rate has exceeded 20% in 2 of the previous 4 school years. Despite exceeding district and state averages 17.2% is still extensive enough to negatively impact a significant number of students' learning. The majority of the students being impacted are from at risk sub populations.

**Connectedness Equity Resource Supports**

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging. | Family engagement strategies for transient/ homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources. |
| **Foster/Homeless** | Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging. | Family engagement strategies for transient/ homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources. |
| **Free and Reduced Lunch** | Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging. | Family engagement strategies for transient/ homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources. |

| Student Group | Challenge | Solution |
|---|---|---|
| **Migrant/Title1-C Eligible** | Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging. | Family engagement strategies for transient/ homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources. |
| **Racial/Ethnic Minorities** | Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging. | Family engagement strategies for transient/ homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources. |
| **Students with IEPs** | Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging. | Family engagement strategies for transient/ homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources. |

**Problem Statements Identifying Connectedness Needs**

**Problem Statement 1 (Prioritized):** Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. SVS must enhance supports that build strong school connections and address barriers to daily attendance.
**Critical Root Cause:** Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

# Priority Problem Statements

**Problem Statement 1**: 6 years of trend data shows that SVS teachers continue to perform lower (average of 3.05) for NEPF instructional practice standard 4 indicator 1 then for indicators 2 and 3 (3.63 and 3.24).

**Critical Root Cause 1**: Inconsistent application of this instructional strategy (teachers communication of learning goals, performance criteria, and purpose of the lesson to students) by SVS instructional staff.

**Problem Statement 1 Areas**: Adult Learning Culture


**Problem Statement 2**: All students not being able to fully explain: 1) what the intended learning goal of the lesson is, 2) why they are learning it, and 3) what successful performance looks like.

**Critical Root Cause 2**: Inconsistent student exposure to and/or application of this metacognition strategy by all SVS instructional staff.

**Problem Statement 2 Areas**: Adult Learning Culture


**Problem Statement 3**: Current instructional practices have resulted in moderate growth among students; however, disparities remain among various student subgroups in achieving academic benchmarks. It is imperative to align instructional approaches with equitable, high-impact strategies that foster improved growth outcomes across all demographic categories. Although many 11th-grade students exhibit aspirations for college, a considerable proportion--particularly those from underrepresented and high-needs populations--fail to attain the ACT benchmark score range of 16-36. Contributing factors to this issue include inconsistent access to ACT preparation resources, lack of instructional alignment, and insufficient equity-focused interventions. In the absence of targeted support, these disparities are likely to persist, adversely affecting college access and long-term student success.

**Critical Root Cause 3**: The absence of consistent data tracking and the establishment of clear goals related to graduation metrics and Work-Based Learning (WBL) opportunities presents significant challenges. Furthermore, there is a notable deficiency in both participation rates and equitable access to WBL programs.

**Problem Statement 3 Areas**: Student Success


**Problem Statement 4**: Despite advancements in graduation rates and the implementation of work-based learning initiatives, access to and engagement in postsecondary pathways continue to exhibit disparities among various student demographics. To enhance equity in college and career readiness, it is imperative to provide targeted support and inclusive opportunities for all learners.

**Critical Root Cause 4**: The implementation of the curriculum has been inconsistent, characterized by high teacher turnover and variable Tier I instruction. There is a pressing necessity for a more cohesive alignment of the core curriculum with ACT standards, as well as enhanced access to Work-Based Learning (WBL) opportunities.

**Problem Statement 4 Areas**: Student Success


**Problem Statement 5**: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. SVS must enhance supports that build strong school connections and address barriers to daily attendance.

**Critical Root Cause 5**: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

**Problem Statement 5 Areas**: Connectedness

# Comprehensive Needs Assessment Data Documentation

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

**Student Success**

- College and career readiness data
- Credit Sufficiency/Deficiency/Retrieval data
- CTE
- Early childhood literacy and math data
- Graduation rates/GED/HiSET data
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- SAT, ACT, PSAT or ASPIRE
- Smarter Balanced (SBAC)

**Adult Learning Culture**

- Action research results
- Teacher evaluation
- Walk-through data
- Other
  - NEPF

**Connectedness**

- Annual dropout rate data
- Attendance
- Enrollment
- PBIS/MTSS data
- Other
  - Family communication data

# Inquiry Areas

**Inquiry Area 1:** Student Success

**SMART Goal 1:** In grades K-8, at least 58% of students at Smith Valley School 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 2025-26 school year.

**Formative Measures:** iReady diagnostic assessments for the 2025-26 school year.

**Aligns with District Goal**

| Improvement Strategy 1 Details | | | | | Reviews | | |
|---|---|---|---|---|---|---|---|
| **Improvement Strategy 1:** Data driven instruction, regularly analyzing data to identify student strengths and weaknesses to help teachers tailor instruction to address students individual needs. | | | | | **Status Check** | | **EOY Reflection** |
| **Action #** | **Actions for Implementation** | **Person(s) Responsible** | **Timeline** | | **Nov** | **Jan** | **May** |
| | | | | | No review | No review | |
| 1 | Fidelity in implementation of iReady, HMH, and Study Sync curriculum. | Teachers | 2025-26 school year | | | | |
| 2 | Fidelity in implementation of iReady MyPath individualized learning program. | Teachers | 2025-26 school year | | | | |
| 3 | Use of CCRI for corrective reading and reading mastery. | Teachers and CCRI | 2025-2026 school | | | | |
| **Position Responsible:** Principal <br> **Resources Needed:** iReady <br> Study Sync <br> HMH <br> ALEKS <br><br> **Evidence Level** <br> Level 2: Moderate: Data driven instruction <br> **Problem Statements/Critical Root Cause:** Student Success 1, 2 | | | | | | | |

**SMART Goal 1 Problem Statements:**

## Student Success

**Problem Statement 1**: Despite advancements in graduation rates and the implementation of work-based learning initiatives, access to and engagement in postsecondary pathways continue to exhibit disparities among various student demographics. To enhance equity in college and career readiness, it is imperative to provide targeted support and inclusive opportunities for all learners.  **Critical Root Cause**: The implementation of the curriculum has been inconsistent, characterized by high teacher turnover and variable Tier I instruction. There is a pressing necessity for a more cohesive alignment of the core curriculum with ACT standards, as well as enhanced access to Work-Based Learning (WBL) opportunities.

**Problem Statement 2**: Current instructional practices have resulted in moderate growth among students; however, disparities remain among various student subgroups in achieving academic benchmarks. It is imperative to align instructional approaches with equitable, high-impact strategies that foster improved growth outcomes across all demographic categories. Although many 11th-grade students exhibit aspirations for college, a considerable proportion--particularly those from underrepresented and high-needs populations--fail to attain the ACT benchmark score range of 16-36. Contributing factors to this issue include inconsistent access to ACT preparation resources, lack of instructional alignment, and insufficient equity-focused interventions. In the absence of targeted support, these disparities are likely to persist, adversely affecting college access and long-term student success.
**Critical Root Cause**: The absence of consistent data tracking and the establishment of clear goals related to graduation metrics and Work-Based Learning (WBL) opportunities presents significant challenges. Furthermore, there is a notable deficiency in both participation rates and equitable access to WBL programs.

**Inquiry Area 1:** Student Success

**SMART Goal 2:** In grades 9-10, at least 55% of students in Smith Valley School will meet their individual growth goal in math and reading from Fall to Spring MAPs testing during the 2025-26 school year.

> **Formative Measures:** Measure of Academic Progress testing (BOY, MOY, and EOY)

> **Aligns with District Goal**

| Improvement Strategy 1 Details | | | | Reviews | | |
|---|---|---|---|---|---|---|
| **Improvement Strategy 1:** Data driven instruction, regularly analyzing data to identify student strengths and weaknesses. Instructional staff will tailor instruction to address a student's individual needs. | | | | **Status Check** | | **EOY Reflection** |
| **Action #** | **Actions for Implementation** | **Person(s) Responsible** | **Timeline** | **Nov** | **Jan** | **May** |
| | | | | No review | No review | |
| 1 | Math and reading MAP data analysis for grades 9 and 10 | Math and English Departments | Fall 2025 to Spring 2026 | | | |
| 2 | Aleks and StudySync usage reports | Math and English Departments | Fall 2025 to Spring 2026 | | | |
| **Position Responsible:** School Counselor <br> **Resources Needed:** MAP Assessments, ALEKS, NEWSELA, and StudySync platforms <br><br> **Evidence Level** <br> Level 2: Moderate: Data Driven Instruction <br> **Problem Statements/Critical Root Cause:** Student Success 1, 2 | | | | | | |

**SMART Goal 2 Problem Statements:**

| Student Success |
|---|
| **Problem Statement 1**: Despite advancements in graduation rates and the implementation of work-based learning initiatives, access to and engagement in postsecondary pathways continue to exhibit disparities among various student demographics. To enhance equity in college and career readiness, it is imperative to provide targeted support and inclusive opportunities for all learners.   **Critical Root Cause**: The implementation of the curriculum has been inconsistent, characterized by high teacher turnover and variable Tier I instruction. There is a pressing necessity for a more cohesive alignment of the core curriculum with ACT standards, as well as enhanced access to Work-Based Learning (WBL) opportunities. |

## Student Success

**Problem Statement 2**: Current instructional practices have resulted in moderate growth among students; however, disparities remain among various student subgroups in achieving academic benchmarks. It is imperative to align instructional approaches with equitable, high-impact strategies that foster improved growth outcomes across all demographic categories. Although many 11th-grade students exhibit aspirations for college, a considerable proportion--particularly those from underrepresented and high-needs populations--fail to attain the ACT benchmark score range of 16-36. Contributing factors to this issue include inconsistent access to ACT preparation resources, lack of instructional alignment, and insufficient equity-focused interventions. In the absence of targeted support, these disparities are likely to persist, adversely affecting college access and long-term student success.

**Critical Root Cause**: The absence of consistent data tracking and the establishment of clear goals related to graduation metrics and Work-Based Learning (WBL) opportunities presents significant challenges. Furthermore, there is a notable deficiency in both participation rates and equitable access to WBL programs.

**Inquiry Area 1:** Student Success

**SMART Goal 3:** Smith Valley School will achieve a graduation rate of 100% for the 2025-26 school year.

**Formative Measures:** Credit sufficiency rates, weekly failure reports, semester report cards, CCRI interventions, and attendance monitoring.

**Aligns with District Goal**

| Improvement Strategy 1 Details | | | | Reviews | | |
|---|---|---|---|---|---|---|
| **Improvement Strategy 1:** Academic supports and interventions needed to ensure the success of all Smith Valley School students. | | | | **Status Check** | | **EOY Reflection** |
| Action # | **Actions for Implementation** | **Person(s) Responsible** | **Timeline** | **Nov** | **Jan** | **May** |
| 1 | CCRI intervention | CCRI coordinator | Monthly | No review | No review | |
| 2 | Failure rate review | Counselor/Principal | Weekly | | | |
| 3 | Review credit sufficiency rates | Counselor | End of semesters | | | |
| 4 | 5 year plan creation and implementation | Counselor | Yearly | | | |

**Position Responsible:** CCRI, Counselor, Principal
**Resources Needed:** IC Data

**Evidence Level**
Level 1: Strong: Academic supports and interventions

**Problem Statements/Critical Root Cause:** Student Success 1, 2

**SMART Goal 3 Problem Statements:**

| Student Success |
|---|
| **Problem Statement 1**: Despite advancements in graduation rates and the implementation of work-based learning initiatives, access to and engagement in postsecondary pathways continue to exhibit disparities among various student demographics. To enhance equity in college and career readiness, it is imperative to provide targeted support and inclusive opportunities for all learners. **Critical Root Cause**: The implementation of the curriculum has been inconsistent, characterized by high teacher turnover and variable Tier I instruction. There is a pressing necessity for a more cohesive alignment of the core curriculum with ACT standards, as well as enhanced access to Work-Based Learning (WBL) opportunities. |

**Student Success**

**Problem Statement 2**: Current instructional practices have resulted in moderate growth among students; however, disparities remain among various student subgroups in achieving academic benchmarks. It is imperative to align instructional approaches with equitable, high-impact strategies that foster improved growth outcomes across all demographic categories. Although many 11th-grade students exhibit aspirations for college, a considerable proportion--particularly those from underrepresented and high-needs populations--fail to attain the ACT benchmark score range of 16-36. Contributing factors to this issue include inconsistent access to ACT preparation resources, lack of instructional alignment, and insufficient equity-focused interventions. In the absence of targeted support, these disparities are likely to persist, adversely affecting college access and long-term student success.
**Critical Root Cause**: The absence of consistent data tracking and the establishment of clear goals related to graduation metrics and Work-Based Learning (WBL) opportunities presents significant challenges. Furthermore, there is a notable deficiency in both participation rates and equitable access to WBL programs.

**Inquiry Area 1:** Student Success

**SMART Goal 4:** Smith Valley School will increase the total number of K - 12 work based learning opportunities provided to all students by 10% from the 2024-25 school year to the 2025-26 school year.

  **Formative Measures:** School Links online student program and PAES lab.

  **Aligns with District Goal**

| Improvement Strategy 1 Details | | | | Reviews | | |
|---|---|---|---|---|---|---|
| **Improvement Strategy 1:** Increasing awareness and engagement of Smith Valley School students by expanding WBL opportunities and by developing career awareness through the School Links online platform. | | | | **Status Check** | | **EOY Reflection** |
| **Action #** | **Actions for Implementation** | **Person(s) Responsible** | **Timeline** | **Nov** | **Jan** | **May** |
| | | | | No review | No review | |
| 1 | Fidelity of implementation of School Links lessons during weekly guidance lessons. | Counselor | 2025-2026 school year | | | |
| 2 | Use of Pathful and Pathful Jr. in classrooms when applicable. | Classroom Teacher | 2025-2026 school year | | | |
| 3 | Increasing implementation of Industry Partnerships through field trips, guest speakers, career fashion show/fair, and etc. | Classroom Teacher, Counselor, Parent Teacher Committee | 2025-2026 school year | | | |
| **Position Responsible:** Classroom Teachers and Counselor<br>**Resources Needed:** Pathful/Pathful Jr.<br>School Links<br>Industry Partnerships<br><br>**Evidence Level**<br>Level 2: Moderate: Work based learning<br>**Problem Statements/Critical Root Cause:** Student Success 1, 2 | | | | | | |

**SMART Goal 4 Problem Statements:**

| Student Success |
|---|
| **Problem Statement 1**: Despite advancements in graduation rates and the implementation of work-based learning initiatives, access to and engagement in postsecondary pathways continue to exhibit disparities among various student demographics. To enhance equity in college and career readiness, it is imperative to provide targeted support and inclusive opportunities for all learners.   **Critical Root Cause**: The implementation of the curriculum has been inconsistent, characterized by high teacher turnover and variable Tier I instruction. There is a pressing necessity for a more cohesive alignment of the core curriculum with ACT standards, as well as enhanced access to Work-Based Learning (WBL) opportunities. |

## Student Success

**Problem Statement 2**: Current instructional practices have resulted in moderate growth among students; however, disparities remain among various student subgroups in achieving academic benchmarks. It is imperative to align instructional approaches with equitable, high-impact strategies that foster improved growth outcomes across all demographic categories. Although many 11th-grade students exhibit aspirations for college, a considerable proportion--particularly those from underrepresented and high-needs populations--fail to attain the ACT benchmark score range of 16-36. Contributing factors to this issue include inconsistent access to ACT preparation resources, lack of instructional alignment, and insufficient equity-focused interventions. In the absence of targeted support, these disparities are likely to persist, adversely affecting college access and long-term student success.

**Critical Root Cause**: The absence of consistent data tracking and the establishment of clear goals related to graduation metrics and Work-Based Learning (WBL) opportunities presents significant challenges. Furthermore, there is a notable deficiency in both participation rates and equitable access to WBL programs.

**Inquiry Area 1:** Student Success

**SMART Goal 5:** Smith Valley School will increase the total number of students participating in K - 12 work based learning opportunities by 10% from the 2024-25 school year to the 2025-26 school year.

    **Formative Measures:** School Links online student program and PAES lab.

    **Aligns with District Goal**

| Improvement Strategy 1 Details | | | | Reviews | | |
|---|---|---|---|---|---|---|
| **Improvement Strategy 1:** Increasing awareness and engagement of Smith Valley School students by expanding WBL opportunities and by developing career awareness through the School Links online platform. | | | | **Status Check** | | **EOY Reflection** |
| **Action #** | **Actions for Implementation** | **Person(s) Responsible** | **Timeline** | **Nov** | **Jan** | **May** |
| | | | | No review | No review | |
| 1 | Fidelity of implementation of School Links lessons during Advisory. | Advisory Teachers | 2025-2026 school year | | | |
| 2 | Use of Pathful in classrooms when applicable. | Classroom Teacher | 2025-2026 school year | | | |
| 3 | Increasing implementation of Industry Partnerships through field trips, guest speakers, PAES Lab, career fair, and etc. | Classroom Teacher, Counselor | 2025-2026 school year | | | |

**Position Responsible:** Classroom teachers and Counselor

**Resources Needed:** Pathful
PAES Lab
School Links
Industry Partnerships

**Evidence Level**
Level 2: Moderate: Work based learning

**Problem Statements/Critical Root Cause:** Student Success 1, 2

**SMART Goal 5 Problem Statements:**

| **Student Success** |
|---|

**Problem Statement 1**: Despite advancements in graduation rates and the implementation of work-based learning initiatives, access to and engagement in postsecondary pathways continue to exhibit disparities among various student demographics. To enhance equity in college and career readiness, it is imperative to provide targeted support and inclusive opportunities for all learners.   **Critical Root Cause**: The implementation of the curriculum has been inconsistent, characterized by high teacher turnover and variable Tier I instruction. There is a pressing necessity for a more cohesive alignment of the core curriculum with ACT standards, as well as enhanced access to Work-Based Learning (WBL) opportunities.

**Problem Statement 2**: Current instructional practices have resulted in moderate growth among students; however, disparities remain among various student subgroups in achieving academic benchmarks. It is imperative to align instructional approaches with equitable, high-impact strategies that foster improved growth outcomes across all demographic categories. Although many 11th-grade students exhibit aspirations for college, a considerable proportion--particularly those from underrepresented and high-needs populations--fail to attain the ACT benchmark score range of 16-36. Contributing factors to this issue include inconsistent access to ACT preparation resources, lack of instructional alignment, and insufficient equity-focused interventions. In the absence of targeted support, these disparities are likely to persist, adversely affecting college access and long-term student success.
**Critical Root Cause**: The absence of consistent data tracking and the establishment of clear goals related to graduation metrics and Work-Based Learning (WBL) opportunities presents significant challenges. Furthermore, there is a notable deficiency in both participation rates and equitable access to WBL programs.

**Inquiry Area 1:** Student Success

**SMART Goal 6:** One hundred percent of Smith Valley High School students will participate in Work Keys by the end of their 10th grade year beginning during the 2025-26 school year.

**Formative Measures:** Implementation of Work Keys curriculum
NCRC Assessments

**Aligns with District Goal**

| Improvement Strategy 1 Details | | | | Reviews | | |
|---|---|---|---|---|---|---|
| **Improvement Strategy 1:** Implementation of ACT's Work Keys Curriculum during advisory and proctoring of National Career Readiness Certificate (NCRC) assessments. | | | | **Status Check** | | **EOY Reflection** |
| **Action #** | **Actions for Implementation** | **Person(s) Responsible** | **Timeline** | **Nov** | **Jan** | **May** |
| 1 | Monitoring/tracking the implementation of the Work Keys platform. | Principal, Counselor, Advisory Teachers | 2025-2026 School Year | No review | No review | |

**Position Responsible:** Principal, Counselor, Advisory Teachers

**Resources Needed:** Work Keys Curriculum
NCRC Assessments

**Evidence Level**
Level 1: Strong: Work Keys

**Problem Statements/Critical Root Cause:** Student Success 1, 2

**SMART Goal 6 Problem Statements:**

| Student Success |
|---|
| **Problem Statement 1**: Despite advancements in graduation rates and the implementation of work-based learning initiatives, access to and engagement in postsecondary pathways continue to exhibit disparities among various student demographics. To enhance equity in college and career readiness, it is imperative to provide targeted support and inclusive opportunities for all learners.   **Critical Root Cause**: The implementation of the curriculum has been inconsistent, characterized by high teacher turnover and variable Tier I instruction. There is a pressing necessity for a more cohesive alignment of the core curriculum with ACT standards, as well as enhanced access to Work-Based Learning (WBL) opportunities. |

## Student Success

**Problem Statement 2**: Current instructional practices have resulted in moderate growth among students; however, disparities remain among various student subgroups in achieving academic benchmarks. It is imperative to align instructional approaches with equitable, high-impact strategies that foster improved growth outcomes across all demographic categories. Although many 11th-grade students exhibit aspirations for college, a considerable proportion--particularly those from underrepresented and high-needs populations--fail to attain the ACT benchmark score range of 16-36. Contributing factors to this issue include inconsistent access to ACT preparation resources, lack of instructional alignment, and insufficient equity-focused interventions. In the absence of targeted support, these disparities are likely to persist, adversely affecting college access and long-term student success.

**Critical Root Cause**: The absence of consistent data tracking and the establishment of clear goals related to graduation metrics and Work-Based Learning (WBL) opportunities presents significant challenges. Furthermore, there is a notable deficiency in both participation rates and equitable access to WBL programs.

**Inquiry Area 1:** Student Success

**SMART Goal 7:** The percentage of Smith Valley High School college bound students in grade 11 who earn a composite score of 16-36 on the ACT, will increase by 5% from the 2024-25 school year to the 2025-26 school year.

    **Formative Measures:** MAP data, ACT data (ELA and Math), ALEKS, Study Sync, and Work Keys assessment results.

    **Aligns with District Goal**

| Improvement Strategy 1 Details | | | | Reviews | | |
|---|---|---|---|---|---|---|
| **Improvement Strategy 1:** SVHS will focus on rigorous coursework, data driven assessment, and goal setting with progress monitoring. | | | | **Status Check** | | **EOY Reflection** |
| **Action #** | **Actions for Implementation** | **Person(s) Responsible** | **Timeline** | **Nov** | **Jan** | **May** |
| 1 | ALEKS implementation | Math Teacher | Throughout the school year | No review | No review | |
| 2 | ACT Data Analysis | Counselor and Teachers | Quarterly | | | |
| 3 | NewsELA writing tool implementation | English Teacher | Throughout the school year | | | |

**Position Responsible:** Counselor and Teachers
**Resources Needed:** MAPS Data
ALEKS
Study Sync
WorkKeys

**Evidence Level**
Level 1: Strong: Data Driven Instruction

**Problem Statements/Critical Root Cause:** Student Success 1, 2

## SMART Goal 7 Problem Statements:

| Student Success |
|---|
| **Problem Statement 1**: Despite advancements in graduation rates and the implementation of work-based learning initiatives, access to and engagement in postsecondary pathways continue to exhibit disparities among various student demographics. To enhance equity in college and career readiness, it is imperative to provide targeted support and inclusive opportunities for all learners.   **Critical Root Cause**: The implementation of the curriculum has been inconsistent, characterized by high teacher turnover and variable Tier I instruction. There is a pressing necessity for a more cohesive alignment of the core curriculum with ACT standards, as well as enhanced access to Work-Based Learning (WBL) opportunities. |

## Student Success

**Problem Statement 2**: Current instructional practices have resulted in moderate growth among students; however, disparities remain among various student subgroups in achieving academic benchmarks. It is imperative to align instructional approaches with equitable, high-impact strategies that foster improved growth outcomes across all demographic categories. Although many 11th-grade students exhibit aspirations for college, a considerable proportion--particularly those from underrepresented and high-needs populations--fail to attain the ACT benchmark score range of 16-36. Contributing factors to this issue include inconsistent access to ACT preparation resources, lack of instructional alignment, and insufficient equity-focused interventions. In the absence of targeted support, these disparities are likely to persist, adversely affecting college access and long-term student success.

**Critical Root Cause**: The absence of consistent data tracking and the establishment of clear goals related to graduation metrics and Work-Based Learning (WBL) opportunities presents significant challenges. Furthermore, there is a notable deficiency in both participation rates and equitable access to WBL programs.

**Inquiry Area 2:** Adult Learning Culture

**SMART Goal 1:** By May 2026, all SVS 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 domain standard 4 indicator 1 performance level results.

**Aligns with District Goal**

| Improvement Strategy 1 Details | | | | | Reviews | | |
|---|---|---|---|---|---|---|---|
| **Improvement Strategy 1:** Consistent student engagement in metacognitive activities to increase understanding of and responsibility for their own learning. | | | | | **Status Check** | | **EOY Reflection** |
| **Action #** | **Actions for Implementation** | | **Person(s) Responsible** | **Timeline** | **Nov** | **Jan** | **May** |
| | | | | | No review | No review | |
| 1 | Elementary Lead Measure #1: Implement the What? Why? How? Chart at least three times per week in grades K-6. | | Elementary Teachers | 2025-26 school year | | | |
| 2 | Secondary Lead Measure #1: Implement the Learning Goal and Scale one time per week to monitor the progress of students, in grades 7-12. | | Secondary Teachers | 2025-26 school year | | | |
| **Position Responsible:** Principal/NEPF evaluator<br>**Resources Needed:** N/A<br><br>**Evidence Level**<br>Level 3: Promising: The 4 Disciplines of Execution - Covey<br>**Problem Statements/Critical Root Cause:** Adult Learning Culture 1, 2 | | | | | | | |

**SMART Goal 1 Problem Statements:**

| Adult Learning Culture |
|---|
| **Problem Statement 1**: 6 years of trend data shows that SVS teachers continue to perform lower (average of 3.05) for NEPF instructional practice standard 4 indicator 1 then for indicators 2 and 3 (3.63 and 3.24).   **Critical Root Cause**: Inconsistent application of this instructional strategy (teachers communication of learning goals, performance criteria, and purpose of the lesson to students) by SVS instructional staff. |
| **Problem Statement 2**: All students not being able to fully explain: 1) what the intended learning goal of the lesson is, 2) why they are learning it, and 3) what successful performance looks like.   **Critical Root Cause**: Inconsistent student exposure to and/or application of this metacognition strategy by all SVS instructional staff. |

**Inquiry Area 3:** Connectedness

**SMART Goal 1:** Smith Valley School will reduce the chronic absenteeism rate by 5% from the 2024-25 school year to the 2025-26 school year.

    **Formative Measures:** Attendance reports.

    **Aligns with District Goal**

| Improvement Strategy 1 Details | | | | | Reviews | | |
|---|---|---|---|---|---|---|---|
| **Improvement Strategy 1:** Utilizing data, Smith Valley School will engage families and provide early intervention to improve attendance. | | | | | **Status Check** | | **EOY Reflection** |
| **Action #** | **Actions for Implementation** | **Person(s) Responsible** | **Timeline** | | **Nov** | **Jan** | **May** |
| 1 | Review of K - 12 student attendance data. | Principal and attendance secretary | 2025-26 school year (twice monthly) | | No review | No review | |
| 2 | Attendance plan intervention spreadsheet | Principal and attendance secretary | 2025-26 school year | | | | |
| 3 | Family communication: Secondary 3 and 6 days absent/semester. Elementary 6 and 12 days per school year. | Principal | 2025-26 school year | | | | |

**Position Responsible:** Principal

**Resources Needed:** None

**Evidence Level**
Level 1: Strong: Early Intervention

**Problem Statements/Critical Root Cause:** Connectedness 1

## SMART Goal 1 Problem Statements:

| Connectedness |
|---|
| **Problem Statement 1**: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. SVS must enhance supports that build strong school connections and address barriers to daily attendance. **Critical Root Cause**: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges. |