

Lyon County School District

Smith Valley Schools

2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies



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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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
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
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 Resources Needed: iReady Study Sync HMH ALEKS Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 2: Moderate: Data driven instruction 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														
<p>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.</p> <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Math and reading MAP data analysis for grades 9 and 10</td><td>Math and English Departments</td><td>Fall 2025 to Spring 2026</td></tr><tr><td>2</td><td>Aleks and StudySync usage reports</td><td>Math and English Departments</td><td>Fall 2025 to Spring 2026</td></tr></table> <p>Position Responsible: School Counselor</p> <p>Resources Needed: MAP Assessments, ALEKS, NEWSELA, and StudySync platforms</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Evidence Level Level 2: Moderate: Data Driven Instruction</p> <p>Problem Statements/Critical Root Cause: Student Success 1, 2</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	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	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline											
				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											
Nov	Jan	May																
No review	No review																	

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 89.7% 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. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>CCRI intervention</td><td>CCRI coordinator</td><td>Monthly</td></tr><tr><td>2</td><td>Failure rate review</td><td>Counselor/Principal</td><td>Weekly</td></tr><tr><td>3</td><td>Review credit sufficiency rates</td><td>Counselor</td><td>End of semesters</td></tr><tr><td>4</td><td>5 year plan creation and implementation</td><td>Counselor</td><td>Yearly</td></tr></table> <p>Position Responsible: CCRI, Counselor, Principal</p> <p>Resources Needed: IC Data</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Evidence Level Level 1: Strong: Academic supports and interventions</p> <p>Problem Statements/Critical Root Cause: Student Success 1, 2</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	CCRI intervention	CCRI coordinator	Monthly	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	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline																			
				1	CCRI intervention	CCRI coordinator	Monthly																			
				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																							
Nov	Jan	May																								
No review	No review																									

SMART Goal 3 Problem Statements:

Student Success
<p>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.</p>

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. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Fidelity of implementation of School Links lessons during weekly guidance lessons.</td><td>Counselor</td><td>2025-2026 school year</td></tr><tr><td>2</td><td>Use of Pathful and Pathful Jr. in classrooms when applicable.</td><td>Classroom Teacher</td><td>2025-2026 school year</td></tr><tr><td>3</td><td>Increasing implementation of Industry Partnerships through field trips, guest speakers, career fashion show/fair, and etc.</td><td>Classroom Teacher, Counselor, Parent Teacher Committee</td><td>2025-2026 school year</td></tr></table> <p>Position Responsible: Classroom Teachers and Counselor</p> <p>Resources Needed: Pathful/Pathful Jr. School Links Industry Partnerships</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Evidence Level Level 2: Moderate: Work based learning</p> <p>Problem Statements/Critical Root Cause: Student Success 1, 2</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	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	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline															
				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																			
Nov	Jan	May																				
No review	No review																					

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.

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. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Fidelity of implementation of School Links lessons during Advisory.</td><td>Advisory Teachers</td><td>2025-2026 school year</td></tr><tr><td>2</td><td>Use of Pathful in classrooms when applicable.</td><td>Classroom Teacher</td><td>2025-2026 school year</td></tr><tr><td>3</td><td>Increasing implementation of Industry Partnerships through field trips, guest speakers, PAES Lab, career fair, and etc.</td><td>Classroom Teacher, Counselor</td><td>2025-2026 school year</td></tr></table> <p>Position Responsible: Classroom teachers and Counselor</p> <p>Resources Needed: Pathful PAES Lab School Links Industry Partnerships</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Evidence Level Level 2: Moderate: Work based learning</p> <p>Problem Statements/Critical Root Cause: Student Success 1, 2</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	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	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline															
				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																			
Nov	Jan	May																				
No review	No review																					

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. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Monitoring/tracking the implementation of the Work Keys platform.</td><td>Principal, Counselor, Advisory Teachers</td><td>2025-2026 School Year</td></tr></table> <p>Position Responsible: Principal, Counselor, Advisory Teachers</p> <p>Resources Needed: Work Keys Curriculum NCRC Assessments</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p> <p>Evidence Level Level 1: Strong: Work Keys</p> <p>Problem Statements/Critical Root Cause: Student Success 1, 2</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Monitoring/tracking the implementation of the Work Keys platform.	Principal, Counselor, Advisory Teachers	2025-2026 School Year	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Monitoring/tracking the implementation of the Work Keys platform.	Principal, Counselor, Advisory Teachers	2025-2026 School Year							
				Nov	Jan	May								
No review	No review													

SMART Goal 6 Problem Statements:

Student Success
<p>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.</p>

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. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>ALEKS implementation</td><td>Math Teacher</td><td>Throughout the school year</td></tr><tr><td>2</td><td>ACT Data Analysis</td><td>Counselor and Teachers</td><td>Quarterly</td></tr><tr><td>3</td><td>NewsELA writing tool implementation</td><td>English Teacher</td><td>Throughout the school year</td></tr></table> <p>Position Responsible: Counselor and Teachers Resources Needed: MAPS Data ALEKS Study Sync WorkKeys</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 Evidence Level Level 1: Strong: Data Driven Instruction Problem Statements/Critical Root Cause: Student Success 1, 2</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	ALEKS implementation	Math Teacher	Throughout the school year	2	ACT Data Analysis	Counselor and Teachers	Quarterly	3	NewsELA writing tool implementation	English Teacher	Throughout the school year	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline															
				1	ALEKS implementation	Math Teacher	Throughout the school year															
				2	ACT Data Analysis	Counselor and Teachers	Quarterly															
3	NewsELA writing tool implementation	English Teacher	Throughout the school year																			
Nov	Jan	May																				
No review	No review																					

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
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
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 Resources Needed: N/A Schoolwide and Targeted Assistance Title I Elements: 2.5 Evidence Level Level 3: Promising: The 4 Disciplines of Execution - Covey 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 10% 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
				Nov	Jan	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	No review	No review	
1	Review of K - 12 student attendance data.	Principal and attendance secretary	2025-26 school year (twice monthly)			
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						
Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6						
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.