

Lyon County School District



Smith Valley Schools

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

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Inquiry Area 1 Student Success

SMART Goal 1

For grades K-8, Smith Valley School will increase the percentage of students demonstrating typical growth in mathematics and reading by 2.5% from the end-of-year results of the 2025/2026 school year to the end-of-year results of the 2026/2027 school year.

Formative Measures: iReady diagnostic assessments for the 2025-26 and 2026-27 school years.

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Fidelity in implementation of iReady, HMH, and Study Sync curriculum.	Teachers	2026-2029 school year	
2	Fidelity in implementation of iReady MyPath individualized learning program.	Teachers	2026-2029 school year	
3	Use of available interventions for reading and math.	Interventionist	2026-2029 school year	

Position Responsible: Principal

Resources Needed: iReady
Study Sync
HMH

Evidence Level

Level 2: Moderate:
Data driven instruction

Problem Statements: Student Success 1 - Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November

January

May

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

Currently, student academic progress in Smith Valley Schools is insufficient to meet long-term proficiency goals. Mid-year data for the 2025-2026 school year indicates less than half of K-8 students have reached their typical growth from Beginning of Year (BOY) to Middle of Year (MOY) in both mathematics and reading.

Lack of grade level collaboration due to small school setting, Inconsistency of teaching adopted curriculum, lack of intervention resources

SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

1

Currently, student academic progress in Smith Valley Schools is insufficient to meet long-term proficiency goals. Mid-year data for the 2025-2026 school year indicates less than half of K-8 students have reached their typical growth from Beginning of Year (BOY) to Middle of Year (MOY) in both mathematics and reading.

Lack of grade level collaboration due to small school setting, Inconsistency of teaching adopted curriculum, lack of intervention resources

SMART Goal 2

Smith Valley School 9th and 10th graders will demonstrate a median growth percentile of 50% or greater, from Fall to Spring, as measured by the NWEA Measure of Academic Progress (MAP) in both Reading and Math subject areas for the 2026/2027 school year.

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

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Math and reading MAP data analysis for grades 9 and 10	Math and English Departments	Fall 2026 to Spring 2027	
2	Aleks and StudySync usage reports	Math and English Departments	Fall 2026 to Spring 2027	

Position Responsible: School Counselor

Resources Needed: MAP Assessments, ALEKS, NEWSELA, and StudySync platforms

Evidence Level

Level 2: Moderate:

Data Driven Instruction

Problem Statements: Student Success 1 - Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November

January

May

SMART Goal 2 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

Currently, student academic progress in Smith Valley Schools is insufficient to meet long-term proficiency goals. Mid-year data for the 2025-2026 school year indicates less than half of K-8 students have reached their typical growth from Beginning of Year (BOY) to Middle of Year (MOY) in both mathematics and reading.

Lack of grade level collaboration due to small school setting, Inconsistency of teaching adopted curriculum, lack of intervention resources

SMART Goal 2 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

1

Currently, student academic progress in Smith Valley Schools is insufficient to meet long-term proficiency goals. Mid-year data for the 2025-2026 school year indicates less than half of K-8 students have reached their typical growth from Beginning of Year (BOY) to Middle of Year (MOY) in both mathematics and reading.

Lack of grade level collaboration due to small school setting, Inconsistency of teaching adopted curriculum, lack of intervention resources

SMART Goal 1 Aligns with District Goal

By May 2027, all SVS instructors will have mastered (level 3 or 4) NEPF standard 2, Learning tasks have high cognitive demand for all learners. Teachers will work specifically on 2 High Impact Instructional Strategies: 1. Explicit teaching and 2. Differentiated instruction.

Formative Measures: Nevada Educator Performance Framework instructional practice standard 2, indicators 1-3.

Improvement Strategy 1

Providing multiple opportunities for teachers to master explicit and differentiated instruction through guided practices, coaching, and peer support.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	All teachers will receive PD from school leaders in high impact teaching strategies.	All Teachers	2026-27 school year	
2	Teachers will complete monthly observation cycle using one HIT to improve explicit teaching and differentiated teaching and track their progress through a scoreboard and monthly coaching sessions.	All Teachers	2026-27 school year	
3	Quarterly opportunities for teachers to observe each other specific to areas of need.	All teachers and administration	26-27 School Year	

Position Responsible: Principal/NEPF evaluator

Resources Needed: Data on the top 10 high impact instructional strategies.

Evidence Level

Level 3: Promising:

The 4 Disciplines of Execution - Covey

Problem Statements: Adult Learning Culture 1

Schoolwide and Targeted Assistance Title I Element: 2.5

Status Checks

November

January

May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

Currently, student academic progress in Smith Valley Schools is insufficient to meet long-term proficiency goals. ACT data shows that the mean score for the 25-26 school year was 17.5. While that score is 1.5 points higher than the district average, there is room for improvement in high yield instructional practices K-12. In addition, the Cognia Accreditation Review reports that teachers are in need of PD to increase collaborative, high yield instructional strategies that encourage mastery of standards in each classroom.

Lack of grade level collaboration due to small school setting, Inconsistency of teaching adopted curriculum, lack of intervention resources, and lack of access and feedback to HITS.

Inquiry Area

Connectedness

3

SMART Goal 1

Smith Valley School will reduce the chronic absenteeism rate by 2.5% from the 2025-26 school year to the 2026-27 school year.

Formative Measures: Weekly SVS site attendance reports and LCSD chronic absenteeism reports.

Improvement Strategy 1

Utilizing data, Smith Valley School will engage families and provide early intervention to improve attendance.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Weekly review of K - 12 student attendance data. Both IC attendance reports and district chronic absenteeism reports.	Principal, and attendance secretary	2026-27 school year (weekly)	
2	Attendance plan intervention spreadsheet. Intervention focus on male students, IEP students, and 12th grade students.	Principal and attendance secretary	2026-27 school year	
3	Family communication: Notification for secondary students at 3 and 6 days absent/ semester. Notification for elementary students at 6 and 12 days per school year.	Principal	2026-27 school year	
4	Attendance improvement plans/parent meetings with families who's students were chronically absent during the previous school year, before the start of the 26-27 school year.	Principal	July/ August 2026	
5	Monthly attendance contests for perfect attendance across all grade levels. Awards may be tangible prizes or field trip opportunities.	Principal/ Counselor/ MTSS coordinator	26-27 School Year	
6	SRO/Principal home visits to chronically absent students.	Principal and SRO	26-27 School Year	
7	Early interventions to local and SAAB attendance boards.	Principal and SRO	26-27 School Year	

Position Responsible: Principal

Resources Needed: None

Evidence Level

Level 1: Strong:
Early Intervention

Problem Statements: Student Success 1 - Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.5, 2.6

Status Checks

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January

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SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement	Root Cause	
1	Currently, student academic progress in Smith Valley Schools is insufficient to meet long-term proficiency goals. Mid-year data for the 2025-2026 school year indicates less than half of K-8 students have reached their typical growth from Beginning of Year (BOY) to Middle of Year (MOY) in both mathematics and reading.	Lack of grade level collaboration due to small school setting, Inconsistency of teaching adopted curriculum, lack of intervention resources

SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement	Root Cause	
1	Currently, student academic progress in Smith Valley Schools is insufficient to meet long-term proficiency goals. Mid-year data for the 2025-2026 school year indicates less than half of K-8 students have reached their typical growth from Beginning of Year (BOY) to Middle of Year (MOY) in both mathematics and reading.	Lack of grade level collaboration due to small school setting, Inconsistency of teaching adopted curriculum, lack of intervention resources