

# **Lyon County School District**

## **Fernley High School**

### **2025-2026 School Improvement Plan**

**Classification: 3 Star School**

Title I



# Mission Statement

**Belong. Grow. Thrive. Innovation Begins with Your Determination**

## Vision

*To create an inclusive and dynamic learning community where students feel valued and a strong sense of belonging, empowering them through perseverance and purpose to grow confidently, embrace challenges, and achieve academic excellence, preparing them to lead and innovate in an ever-evolving world with a commitment to lifelong learning and positive impact.*

## 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/fernley\\_high\\_school/2024](https://nevadareportcard.nv.gov/DI/nv/lyon/fernley_high_school/2024)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

#### Equity of Learning Strengths

The **STAR report** and **MAPS** data for 2021-2024 highlight significant academic growth and achievement at Fernley High School (FHS). The four-year graduation rate improved by **4.27%** from 2022 to 2023, while English Language proficiency rose by **15.3%** between 2022 and 2024.

Additionally, **College and Career Readiness**, measured by program completion, increased by **12.8%** over the same period. In math proficiency growth from Fall 2023 to Spring 2024, 9th-grade students demonstrated notable progress, with Black students showing a **27.78%** increase and American Indian/Alaska Native students achieving a **6.35%** increase. Among 10th graders, American Indian/Alaska Native students led with a **28.57%** improvement, followed by Native Hawai'ian/Pacific Islander students with **22.41%** and Asian students with **21.95%**. The total population of 10th graders saw a **2.08%** increase.

ELA proficiency growth also showed promising trends. Among 9th graders, Native Hawai'ian/Pacific Islander students achieved an extraordinary **184.62%** increase, while American Indian/Alaska Native students improved by **21.74%**. In 10th grade, the total population saw a **10.42%** increase, with Hispanic/Latino students achieving a **12.77%** gain and Asian students a **30.56%** improvement.

### Student Success Areas for Growth

#### Finding #1: Academic Growth and Graduation Success

From 2021 to 2024, FHS demonstrated notable academic growth across several key indicators. The four-year graduation rate increased by **4.27%**, English Language proficiency grew by **15.3%**, and College and Career Readiness program completion rose by **12.8%** during this period. These improvements reflect FHS's commitment to enhancing student outcomes through focused academic initiatives and support systems.

#### Finding #2: Subgroup Math and ELA Proficiency Gains

FHS saw substantial improvements in proficiency among several student subgroups between Fall 2023 and Spring 2024. Notably, Black 9th-grade students achieved a **27.78%** increase in math proficiency, and Native Hawai'ian/Pacific Islander 9th graders experienced an impressive **184.62%** rise in ELA proficiency. Among 10th graders, American Indian/Alaska Native students saw a **28.57%** increase in math proficiency, while Asian students led ELA gains with a **30.56%** increase.

### Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Communicating with families regarding the services and interventions available to ELL students.	Make sure we have effective and efficient translation services for materials going home; Create a student-based multicultural club led by a bi-lingual para professional.
Foster/Homeless	Communication issues due to families frequently changing their contact information.	Focus case management (CCRIs) to stay on track for graduation.
Free and Reduced Lunch	Qualifying families tend to be the families that struggle with providing necessary learning materials and technology for students. This creates a challenge to our school to ensure equitable access to these resources.	Monitor students within this category using our CCRIs in order to focus on case management.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	A big challenge is matching instructional models with cultural and racial differences within these groups of students. Examples include misunderstood communication styles, lack of personal connections, and implicit bias towards cultural traits.	Focus case management (CCRIs) to stay on track for graduation. Mentorship opportunities for minorities as well as connection to our Work Based Learning (WBL) program.
Students with IEPs	The biggest challenge is that we see a historic trend of lower proficiency rates in our IEP students than our non-IEP students.	Frequent case management updates and case-manager to teacher connections.

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** College and career readiness at FHS is declining, with an 18.42% drop in participation rates and a 13.46% decrease in students earning a College and Career Readiness advanced diploma.

**Critical Root Cause:** We have a lack of career discovery earlier in student's high school education. The majority of students are not being assessed on college and career interests until their 11th or 12th grade year.

**Problem Statement 2:** Chronic absenteeism at FHS rose by 17%, leading to declines in academic performance and graduation readiness. Proficiency in mathematics and English Language Arts (ELA) decreased among various student subgroups, with notable declines in 9th and 10th graders, particularly among Hispanic/Latino, Black, Asian, Multi-Race, and Native Hawaiian/Pacific Islander students.

**Critical Root Cause:** Chronic absenteeism at FHS is driven by student disengagement, health challenges, limited family support, changes to state regulations regarding denial of credit due to absenteeism, and economic factors. These issues lead to frequent absences, impacting academic performance and graduation readiness. Addressing these causes is crucial

for improving student attendance and success.

**Problem Statement 3:** Fernley High School has experienced a decline in ACT performance (2022-2024) with overall composite scores dropping 3.36% (16.5 to 15.9) with decline most evident in math (6.63% decline).

**Critical Root Cause:** Failure to establish a math/ELA intervention plan for general education students that were below grade level.

**Problem Statement 4:** Academic performance in mathematics has seen a 40.16% drop in math proficiency scores (STAR Report), dropping from 12.2% proficient in 2022-2023 to 7.3% in 2023-2024.

**Critical Root Cause:** Failure to establish a math/ELA intervention plan for general education students that were below grade level.

# Adult Learning Culture

## Adult Learning Culture Areas of Strength

FHS excels in creating a supportive and equitable learning environment, fostering strong teacher-student relationships and peer support. This positive atmosphere enhances student engagement, confidence, and motivation. However, demographic disparities between staff and students, along with high absenteeism, challenge the fidelity of lessons and projects. The reliance on pacing guides and required standards often limits real-world learning opportunities, impacting the development of higher-order thinking and self-direction skills. Based on ELEOT (Effective Learning Environments Observation Tool ) observations, FHS has several key strengths in their adult learning culture. First, FHS features a highly supportive learning environment, fostering a strong sense of community, increasing student engagement and creating a purposeful learning environment. Students feel supported by both teachers and peers, contributing to a positive classroom atmosphere. Strong teacher-student relationships (3.21) enhance engagement, confidence, and motivation, as students feel comfortable asking questions and seeking help. Peer support further strengthens this sense of belonging, making learning a shared experience. Equitable learning, with a high score of 3.30, ensures fairness in access to discussions, activities, and resources, supporting academic success and a positive classroom culture. Fair and consistent treatment of learners (3.19) builds trust and a sense of safety, encouraging active engagement and ownership of learning. These accomplishments highlight the importance of a supportive, equitable, and community-focused learning environment at FHS.

## Adult Learning Culture Areas for Growth

For Fernley High School to continuously elevate its educational impact, three key areas stand out as vital for ongoing growth among teachers and staff.

Firstly, working more closely with each other and our stakeholders to support learners presents a significant growth opportunity. While collaboration may exist, deepening these partnerships—both internally among departments and externally with families and the Fernley community—can unlock richer, more diverse support systems for students. Growth here means proactively seeking out collaborative opportunities, fostering transparent communication, and building stronger, more reciprocal relationships that truly integrate external resources into the student support framework. It's about moving beyond informal interactions to intentional, structured partnerships.

Secondly, refining our ability to follow a process to determine the support that learners need is an area ripe for development. This entails moving towards more consistent, data-driven, and systematic approaches. Growth in this area involves strengthening our diagnostic tools, improving our collective understanding of student data, and consistently applying tiered intervention strategies. It requires ongoing professional learning to enhance our skills in identifying diverse learning needs—academic, social-emotional, and behavioral—and then precisely tailoring effective interventions, ensuring no student's need goes unnoticed or unaddressed.

Finally, while we may aim to uphold high expectations for learning, ensuring these expectations are equitable, understood, and consistently translated into effective instructional practices is an ongoing growth journey. This means continually examining our biases, adapting our teaching methods to reach all learners, and providing the necessary scaffolds for every student to meet rigorous standards. Growth here is about refining our pedagogical approaches to empower all students, regardless of background, to achieve their full potential, ensuring high expectations lead to high achievement for everyone.

## Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
<b>English Learners</b>	While ELL population continues to grow, specific strategies for addressing this sub-group has not been a strategic focus at FHS.	Increase specific strategies teachers can use to meet the needs of our growth ELL population. This may include professional development and department-level strategies to focus on this area of students.
<b>Foster/Homeless</b>	Students in this sub-group often have a higher-than-normal transiency rate and are less connected to school because their basic needs are not being met.	We need to increase the availability of resources (state, district, and local) to meet the various needs of this sub-group. We need to continue to track and connect these students to the resources.
<b>Free and Reduced Lunch</b>	Lyon County itself has a national poverty index rating of about 10% and has seen an average of 5-8% growth in this rate over the past 5 years. Since Fernley is the largest city in Lyon County (and FHS the largest high school) we inevitably have on average 10+% of our students (150-175) within this category.	Rural high schools can address student poverty through four strategies. Adopting a Community Schools Model offers comprehensive on-campus services like health and food assistance. Leveraging Federal and State Grants, such as the RLIS program, provides crucial funding for parental involvement and college readiness. Implementing Targeted Interventions delivers individualized academic and socio-emotional support. Finally, Strengthening College and Career Readiness with a local focus, including dual enrollment and vocational training, empowers students for post-secondary success and local employment.
<b>Migrant/Title1-C Eligible</b>	N/A	N/A
<b>Racial/Ethnic Minorities</b>	As of the 2023-24 academic school year FHS student population is comprised of nearly 45% non-white students. Within this minority, 25% of students are Hispanic/Latino indicating an "above average" sub-population of Hispanic/Latinos as compared to state and county demographics.	To increase support for non-white minorities, Fernley High School should prioritize targeted strategies in academics, ensuring equitable access and tailored interventions. For extracurriculars, active outreach and diverse program offerings will encourage participation. In school-community involvement, deepening partnerships with non-white minority families and community leaders is crucial. This involves transparent communication and building reciprocal relationships to understand specific needs and foster a truly inclusive environment where all students can achieve their full potential.



Student Group	Challenge	Solution
Students with IEPs	The student with IEP sub-group's graduation rate is far below their non-IEP peers. While FHS demonstrates a graduation rate around 87%, special education students graduate with a rate of 73-75% consistently over the past three years.	To close the IEP graduation gap, Fernley High School must deepen collaboration among special and general education staff, and families, ensuring unified support. Refining data-driven processes to precisely determine individual IEP student needs is crucial, allowing for targeted academic and socio-emotional interventions. Upholding equitable high expectations, supported by adaptable teaching methods and necessary scaffolds, will empower every student with an IEP to achieve graduation, fostering consistent success.

### Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** Classroom observations show a relative disparity in the areas of higher-order thinking and student self-direction, as seen by the ELEOT observations.

**Critical Root Cause:** Due to high rates of daily absenteeism, many staff consistently play "catch up" to ensure students are passing and earning credits. Often times when catching a student up from absences, lessons and projects cannot be carried out with fidelity and these students miss out on opportunities to develop higher-order thinking and self-direction skills.

**Problem Statement 2:** Classrooms are not adequately shaping instruction around real-world topics, scenarios, and situations.

**Critical Root Cause:** The various "pacing guides" and the large set of required standards (particularly in core classes) often replace real-world learning practices due to the time it takes to develop and carry out these projects. Combined with frequently daily absences, traditional teaching and learning has had to replace the alternatives to meet the pace of the course.

**Problem Statement 3:** FHS shows a deficit in the area of developing respect and appreciation for diversity within the classroom.

**Critical Root Cause:** In an in-house demographic survey conducted in the fall of 2024 we found that 81% of the staff self-report as "White (non-Hispanic)". This is relatively high to the student demographics of FHS which reported as being "58% white (non-Hispanic)" and 29% "Hispanic" in the 2023-2024 Nevada accountability report card. This difference (along with age gaps) might contribute to this problem.

# Connectedness

## Connectedness Areas of Strength

FHS recognizes that regular student attendance is a crucial component of student success.

## Connectedness Areas for Growth

FHS recognizes the following areas for growth:

- \* Addressing root causes to absenteeism in vulnerable populations.
- \* Increasing student engagement, SEL support, and sense of belonging.

## Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Addressing root causes of absenteeism in vulnerable populations and increasing student engagement, social-emotional learning (SEL) support, and sense of belonging.	Family engagement strategies for English learner students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
Foster/Homeless	Addressing root causes of absenteeism in vulnerable populations and increasing student engagement, social-emotional learning (SEL) support, and sense of belonging.	Family engagement strategies for foster/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 and increasing student engagement, social-emotional learning (SEL) support, and sense of belonging.	Family engagement strategies for free and reduced lunch students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Addressing root causes of absenteeism in vulnerable populations and increasing student engagement, social-emotional learning (SEL) support, and sense of belonging.	Family engagement strategies for racial and ethnic minority 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 and increasing student engagement, social-emotional learning (SEL) support, and sense of belonging.	Family engagement strategies for students with IEPs 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 hinders student learning, especially for students impacted by poverty, mobility, and trauma.

**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:** College and career readiness at FHS is declining, with an 18.42% drop in participation rates and a 13.46% decrease in students earning a College and Career Readiness advanced diploma.

**Critical Root Cause 1:** We have a lack of career discovery earlier in student's high school education. The majority of students are not being assessed on college and career interests until their 11th or 12th grade year.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** Classroom observations show a relative disparity in the areas of higher-order thinking and student self-direction, as seen by the ELEOT observations.

**Critical Root Cause 2:** Due to high rates of daily absenteeism, many staff consistently play "catch up" to ensure students are passing and earning credits. Often times when catching a student up from absences, lessons and projects cannot be carried out with fidelity and these students miss out on opportunities to develop higher-order thinking and self-direction skills.

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

**Problem Statement 3:** Chronic absenteeism hinders student learning, especially for students impacted by poverty, mobility, and trauma.

**Critical Root Cause 3:** Inequitable access to high-quality instruction, curriculum that feels irrelevant, and emotional and mental health challenges.

**Problem Statement 3 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
- Course Offerings
- Credit Sufficiency/Deficiency/Retrieval data
- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- CTE
- Grades
- Graduation rates/GED/HiSET data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- SAT, ACT, PSAT or ASPIRE
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- WIDA ACCESS for ELLs

## Adult Learning Culture

- Action research results
- Administrator evaluation
- Budgets/entitlements and expenditures data
- Class size averages by grade and subject
- Communications data
- Equity data
- Evaluation(s) of professional development implementation and impact
- Professional Development Agendas
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Walk-through data

## Connectedness

- Annual dropout rate data
- Attendance
- Community surveys and/or other feedback
- Completion rates and/or graduation rates data
- Demographic data

- Dual credit College Prep
- Enrollment
- Enrollment trends
- PBIS/MTSS data
- Perception/survey data

# Inquiry Areas

## Inquiry Area 1: Student Success

**SMART Goal 1:** By the end of the 2025-2026 school year, Fernley High School will implement Work Keys, ensuring that 100% of all 10th-grade students complete a college and career interest assessment to facilitate earlier planning.

**Formative Measures:** Completion data provided by Work Keys software

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews														
<b>Improvement Strategy 1:</b> Develop career awareness at an earlier stage of student's high school experience.  <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Train all staff on ACT WorkKeys curriculum.</td><td>Ryan Cross</td><td>Fall 2025</td></tr><tr><td>2</td><td>Implement a "scope-and-sequence" for rollout of ACT WorkKeys</td><td>Patrick Whitehead, Erin Schneiderman, Shannon Ross, Kristi Varner</td><td>2025-2026 academic year</td></tr></table> <b>Position Responsible:</b> Teacher Leaders <b>Resources Needed:</b> Work Keys curriculum (provided by District); professional development time  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>Evidence Level</b> Level 1: Strong: ACT Work Keys <b>Problem Statements/Critical Root Cause:</b> Student Success 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Train all staff on ACT WorkKeys curriculum.	Ryan Cross	Fall 2025	2	Implement a "scope-and-sequence" for rollout of ACT WorkKeys	Patrick Whitehead, Erin Schneiderman, Shannon Ross, Kristi Varner	2025-2026 academic year	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline											
				1	Train all staff on ACT WorkKeys curriculum.	Ryan Cross	Fall 2025											
				2	Implement a "scope-and-sequence" for rollout of ACT WorkKeys	Patrick Whitehead, Erin Schneiderman, Shannon Ross, Kristi Varner	2025-2026 academic year											
				Nov	Jan	May												
No review	No review																	

## SMART Goal 1 Problem Statements:

Student Success
<b>Problem Statement 1:</b> College and career readiness at FHS is declining, with an 18.42% drop in participation rates and a 13.46% decrease in students earning a College and Career Readiness advanced diploma. <b>Critical Root Cause:</b> We have a lack of career discovery earlier in student's high school education. The majority of students are not being assessed on college and career interests until their 11th or 12th grade year.

## Inquiry Area 2: Adult Learning Culture

**SMART Goal 1:** By the end of the 2025-2026 school year, 80% of Fernley High School teachers will consistently integrate at least two new instructional strategies that promote higher-order thinking and student self-direction in their classrooms, as evidenced by rubric-based classroom observations.

**Formative Measures:** Classroom observations and walk-throughs; staff/department self-reporting on implementation of strategies

**Aligns with District Goal**

Improvement Strategy 1 Details					Reviews															
<b>Improvement Strategy 1:</b> Gradually implement "High-Impact Teaching Strategies" (HITS) through PLCs and professional development. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Train principals for LCSD roll-out of HITS</td><td>District</td><td>Fall 2025</td></tr><tr><td>2</td><td>Train teachers for utilizing HITS in their day-to-day teaching strategies via PLCs and professional development</td><td>Admin/Teacher Leaders</td><td>Spring 2026</td></tr></table> <p><b>Position Responsible:</b> Administration and Teacher Leaders</p> <p><b>Resources Needed:</b> District-created materials, website access, a</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Evidence Level</b> Level 2: Moderate: This is a district-down initiative that we are adding to our plan. District is still working on official rollout schedule for HITS.</p> <p><b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1</p>					Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Train principals for LCSD roll-out of HITS	District	Fall 2025	2	Train teachers for utilizing HITS in their day-to-day teaching strategies via PLCs and professional development	Admin/Teacher Leaders	Spring 2026	Status Check		EOY Reflection	
					Action #	Actions for Implementation	Person(s) Responsible	Timeline												
					1	Train principals for LCSD roll-out of HITS	District	Fall 2025												
					2	Train teachers for utilizing HITS in their day-to-day teaching strategies via PLCs and professional development	Admin/Teacher Leaders	Spring 2026												
Nov	Jan	May																		
No review	No review																			

### SMART Goal 1 Problem Statements:

Adult Learning Culture
<p><b>Problem Statement 1:</b> Classroom observations show a relative disparity in the areas of higher-order thinking and student self-direction, as seen by the ELEOT observations.</p> <p><b>Critical Root Cause:</b> Due to high rates of daily absenteeism, many staff consistently play "catch up" to ensure students are passing and earning credits. Often times when catching a student up from absences, lessons and projects cannot be carried out with fidelity and these students miss out on opportunities to develop higher-order thinking and self-direction skills.</p>



### Inquiry Area 3: Connectedness

**SMART Goal 1:** By the end of the 2025-2026 school year, Fernley High School will reduce the chronic absenteeism rate for students identified as experiencing poverty, high mobility, or trauma by 10%, as measured by official attendance records and analyzed quarterly.

**Formative Measures:** Attendance data (Infinite Campus)

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews		
<b>Improvement Strategy 1:</b> Implement a comprehensive, multi-tiered attendance support system specifically designed to address the root causes of chronic absenteeism.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Systematically track and analyze daily attendance data, flagging students approaching or meeting chronic absenteeism thresholds (e.g., 5% and 10% missed days).	Attendance Secretary	Academic year 2025-2026			
2	Launch a school-wide campaign promoting the importance of attendance and fostering a consistently welcoming, safe, and engaging school environment.	CIP Team	Quarterly			
3	Develop and deliver individualized support plans for students identified as chronically absent, connecting them with necessary academic, socio-emotional, and basic needs resources.	CCRI, MTSS	Academic year 2025-2026			
<b>Position Responsible:</b> Attendance Secretary, CIP Team, CCRI, MTSS, Administration <b>Resources Needed:</b> CCRI, SROs, Attendance Data  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>Evidence Level</b> Level 1: Strong: Academic Supports and Interventions <b>Problem Statements/Critical Root Cause:</b> Connectedness 1						

### SMART Goal 1 Problem Statements:

Connectedness
<b>Problem Statement 1:</b> Chronic absenteeism hinders student learning, especially for students impacted by poverty, mobility, and trauma. <b>Critical Root Cause:</b> Inequitable access to high-quality instruction, curriculum that feels irrelevant, and emotional and mental health challenges.

# Schoolwide and Targeted Assistance Title I Elements

## 1.1: Comprehensive Needs Assessment

FHS participated in the Cognia accreditation process in the 2024-2025 school year meeting the Cognia standards for high school accreditation.

## 2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The Cognia accreditation process included surveying and interviewing students, staff, and community members. Feedback was combined with hard data to drive the planning process into the future.

## 2.2: Regular monitoring and revision

FHS has an CIP team consists of five classroom teachers, two teacher leaders, a classified position (CCRI), and administration. CIP meets at least monthly to monitor the continuing improvement plan making adjustments as the team determines.

## 2.3: Available to parents and community in an understandable format and language

We provide electronic access through our high school web site. The State of Nevada also provides access through the Department of Education site.

## 2.4: Opportunities for all children to meet State standards

1. Afterschool Tutoring Program
2. CCRI positions (1)
3. College and Career Readiness Coach (1)
4. Support of PBIS
5. Various parent and family engagement initiatives

## 2.5: Increased learning time and well-rounded education

Afterschool tutoring program extends the learning day by 1 hour and is open to ALL students. For the 2025-2026 academic year, the Summer School program will be funded by Title I.

## 2.6: Address needs of all students, particularly at-risk

The CCRIs monitor attendance and "at-risk" students using an early warning system to target any student that is at-risk or progressing towards at-risk in attendance and academic progress.

### **3.1: Annually evaluate the schoolwide plan**

CIP team meets monthly for progress-monitoring actions and conducts an end-of-the-year TFI analysis of the plan.

### **4.1: Develop and distribute Parent Involvement and Family Engagement Policy**

A school-wide Educational Involvement Accord that outlines how parents, staff and students share the responsibility for improving learning is distributed during registration and discussed during conferences. Several Parent University events are scheduled each year where parents are given the opportunity to get involved in all aspects of FHS.

### **4.2: Offer flexible number of parent involvement meetings**

Parent universities are offered throughout the academic year. We also hold parent-teacher conferences twice a year (one for each semester) through both in-person and virtual settings. Teachers also make themselves available throughout the week to meet and communicate with parents as needed.

### **5.1: Determine which students will be served by following local policy**

N/A

# Community Outreach Activities

Activity	Date	Lesson Learned