

Lyon County School District

Fernley Intermediate School

2025-2026 School Improvement Plan

Classification: 2 Star School

Title I



Mission Statement

A community Focused on Individual Success where students become the leaders of tomorrow.

Vision

Fernley Intermediate School's mission is to promote learning for life, encourage discovery learning, and empower connected learners.

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_intermediate_school/2024

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Using iReady data, during the 2022-2023 school year the percentage of students that met their annual typical growth goal in 5th grade was 32% and in 6th grade it was 57%. During the 2023-2024 school year the data shows that the percentage of students meeting their annual typical growth in 5th grade increased to 44% and in 6th grade 80%. During the 2024-2025 school year the percentage of students that met their annual typical growth goal in 5th grade was 39% and in 6th grade it was 60.5%. As a school our overall average in Math and Reading of 49.75% meeting typical growth.

Students are now working with research based curriculum in iReady and HMH. Students are taking iReady assessment (3 times) for Reading and Math for the 2025-2026 school year. This will create consistency and less testing for our students.

Staff will complete Student Risk Screener Scale for Internalizing and Externalizing Behaviors, this will help create groups for students who needed extra support academically and behaviorally.

School wide intervention time is in the master schedule. Staff will use iReady common data to identify academic interventions and MTSS/PBIS data to create SEL interventions (Check in and Check out & Small SEL Group)

Students received quarterly awards based on the Portrait of a Learner core values. At the start of each quarter students are given the core value of the quarter and at the end of each quarter staff awards students with recognition.

Students and their families are encouraged to take part in the monthly Falcon Perch, a time for parents and family members to come in and have lunch with the child.

Student Success Areas for Growth

During the 2024-2025 school year the percentage of students that met their annual typical growth goal in 5th grade was 39% and in 6th grade it was 60.5%. As a school our overall average in Math and Reading of 49.75% meeting typical growth. Based on this data we are performing below the LCSD average of meeting typical growth.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Commitment to data tracking and goal setting regarding iReady testing data is essential for ensuring equitable access and participation in Tier 1, 2, and 3. 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, particularly in Math and Science, is necessary, along with increased access to work-based learning opportunities.	Professional development in inclusive instructional practices will be prioritized within Tier 1 instruction, as well as professional development in Tier 1 adopted curriculum. Data dig meetings will be implemented quarterly, intervention (MTSS) professional development will help staff understand how and what resources to use for interventions.
Foster/Homeless	Commitment to data tracking and goal setting regarding iReady testing data is essential for ensuring equitable access and participation in Tier 1, 2, and 3. 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, particularly in Math and Science, is necessary, along with increased access to work-based learning opportunities.	Professional development in inclusive instructional practices will be prioritized within Tier 1 instruction, as well as professional development in Tier 1 adopted curriculum. Data dig meetings will be implemented quarterly, intervention (MTSS) professional development will help staff understand how and what resources to use for interventions.
Free and Reduced Lunch	Commitment to data tracking and goal setting regarding iReady testing data is essential for ensuring equitable access and participation in Tier 1, 2, and 3. 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, particularly in Math and Science, is necessary, along with increased access to work-based learning opportunities.	Professional development in inclusive instructional practices will be prioritized within Tier 1 instruction, as well as professional development in Tier 1 adopted curriculum. Data dig meetings will be implemented quarterly, intervention (MTSS) professional development will help staff understand how and what resources to use for interventions.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	Commitment to data tracking and goal setting regarding iReady testing data is essential for ensuring equitable access and participation in Tier 1, 2, and 3. 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, particularly in Math and Science, is necessary, along with increased access to work-based learning opportunities.	Professional development in inclusive instructional practices will be prioritized within Tier 1 instruction, as well as professional development in Tier 1 adopted curriculum. Data dig meetings will be implemented quarterly, intervention (MTSS) professional development will help staff understand how and what resources to use for interventions.
Racial/Ethnic Minorities	Commitment to data tracking and goal setting regarding iReady testing data is essential for ensuring equitable access and participation in Tier 1, 2, and 3. 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, particularly in Math and Science, is necessary, along with increased access to work-based learning opportunities.	Professional development in inclusive instructional practices will be prioritized within Tier 1 instruction, as well as professional development in Tier 1 adopted curriculum. Data dig meetings will be implemented quarterly, intervention (MTSS) professional development will help staff understand how and what resources to use for interventions.
Students with IEPs	Commitment to data tracking and goal setting regarding iReady testing data is essential for ensuring equitable access and participation in Tier 1, 2, and 3. 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, particularly in Math and Science, is necessary, along with increased access to work-based learning opportunities.	Professional development in inclusive instructional practices will be prioritized within Tier 1 instruction, as well as professional development in Tier 1 adopted curriculum. Data dig meetings will be implemented quarterly, intervention (MTSS) professional development will help staff understand how and what resources to use for interventions.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While 6th grade scores have consistently outperformed 5th grade scores these gaps persist.

Critical Root Cause: Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier 1 instruction. Inconsistent Academic Intervention offered.

Adult Learning Culture

Adult Learning Culture Areas of Strength

During the 2024-2025 school year Fernley Intermediate school provided 2 professional developments a month in the areas of iReady, Project-based learning, HMH, PBIS, and MTSS. FIS differentiated professional development for classified staff and certified staff when needed and gave opportunities to all staff during the school year. All professional development was logged in Kickup and presentations and resources were provided in a staff shared Google Classroom.

Adult Learning Culture Areas for Growth

While FIS provided professional learning opportunities on Friday early release days twice a month attendance was low. Fernley Intermediate School staff averaged 80% attendance at professional development meetings. Fernley Intermediate School will build a master schedule of professional development for early release days.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Commitment to data tracking and goal setting in regard to implementation of iReady, HMH, PBL. Ensuring equitable access and participation in all Tier 1 lessons. Commitment to data tracking and intervention implementation.	Creation of a schoolwide wildly important goal (W.I.G.) specific to implementation of Tier 1 curriculum and intervention implementation. Identification of lead data measures for 5th and 6th grade 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 iReady, HMH, PBL. Ensuring equitable access and participation in all Tier 1 lessons. Commitment to data tracking and intervention implementation.	Commitment to data tracking and goal setting in regard to implementation of iReady, HMH, PBL. Ensuring equitable access and participation in all Tier 1 lessons. Commitment to data tracking and intervention implementation.
Free and Reduced Lunch	Commitment to data tracking and goal setting in regard to implementation of iReady, HMH, PBL. Ensuring equitable access and participation in all Tier 1 lessons. Commitment to data tracking and intervention implementation.	Commitment to data tracking and goal setting in regard to implementation of iReady, HMH, PBL. Ensuring equitable access and participation in all Tier 1 lessons. Commitment to data tracking and intervention implementation.

Student Group	Challenge	Solution
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Racial/Ethnic Minorities	Commitment to data tracking and goal setting in regard to implementation of iReady, HMH, PBL. Ensuring equitable access and participation in all Tier 1 lessons. Commitment to data tracking and intervention implementation.	Commitment to data tracking and goal setting in regard to implementation of iReady, HMH, PBL. Ensuring equitable access and participation in all Tier 1 lessons. Commitment to data tracking and intervention implementation.
Students with IEPs	Commitment to data tracking and goal setting in regard to implementation of iReady, HMH, PBL. Ensuring equitable access and participation in all Tier 1 lessons. Commitment to data tracking and intervention implementation.	Commitment to data tracking and goal setting in regard to implementation of iReady, HMH, PBL. Ensuring equitable access and participation in all Tier 1 lessons. Commitment to data tracking and intervention implementation.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): 2024-2025 school year PLC data showed 80% of staff attended weekly Professional Learning Communities/Collaboration/Professional Development/Data Digs.

Critical Root Cause: Accountability of staff attending PLCs has been lacking and ability to substitute staff out for data dig/collaboration days has been a root cause.

Problem Statement 2 (Prioritized): FIS implemented 2 Project Based Learning opportunities for students during the 2024-2025 school year. While PBLs have increased over the past two school years, FIS is still in need of implementing more work-based learning/PBLs.

Critical Root Cause: Implementing and planning work based learning and PBLs takes much time and planning. FIS has built a strategic plan to implement PBLs at FIS and this will be followed.

Connectedness

Connectedness Areas of Strength

FIS continues to have activities and events for families to come in and see what is happening. The biggest draw we have is Falcon Perch Fridays. This allows for parents and families to come to school and have lunch with their children. During the 2023-24 school year we saw 700+ families join us during the year. During our first Falcon Perch for the 2024-25 school year we had 200 families come and take part. During the 2024-2025 school year 800+ attended assemblies and Falcon Perch events. Other events we have that we invite parents to include our Breast Cancer Awareness Assembly, our 9-11 Remembrance Assembly and our Veteran’s Day Assembly.

FIS has noticed a challenge with inviting families in for events. FIS will continue to invite families into our school, there is still a concern with involvement. Technology has created easy access to conferences, phone calls and meetings. FIS will motivate and encourage families to attend events with fun and engaging events and having educational components tied in (Parent University).

Connectedness Areas for Growth

FIS has noticed a challenge with inviting families in for events. FIS will continue to invite families into our school, there is still a concern with involvement. Technology has created easy access to conferences, phone calls and meetings. FIS will motivate and encourage families to attend events with fun and engaging events and having educational components tied in (Parent University).

In addition, Fernley Intermediate School had 44% chronic absenteeism in 23-24. Data is still being determined for the 24-25 school year.

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.

Student Group	Challenge	Solution
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.
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.

Student Group	Challenge	Solution
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 student impacted by poverty, mobility, and trauma. FIS 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, emotional and mental health challenges.

Problem Statement 2 (Prioritized): While Fernley Intermediate School tracks student absences and incorporates engaging project based learning opportunities for students, there is a lack of accountability and follow through in contacting families and students.

Critical Root Cause: Lack of consistent data tracking and goal setting in the areas of attendance.

Priority Problem Statements

Problem Statement 1: While Fernley Intermediate School tracks student absences and incorporates engaging project based learning opportunities for students, there is a lack of accountability and follow through in contacting families and students.

Critical Root Cause 1: Lack of consistent data tracking and goal setting in the areas of attendance.

Problem Statement 1 Areas: Connectedness

Problem Statement 2: Chronic absenteeism continues to hinder student learning, particularly for student impacted by poverty, mobility, and trauma. FIS must enhance supports that build strong school connections and address barriers to daily attendance.

Critical Root Cause 2: Inequitable access to high quality instruction, curriculum that feels irrelevant, emotional and mental health challenges.

Problem Statement 2 Areas: Connectedness

Problem Statement 3: 2024-2025 school year PLC data showed 80% of staff attended weekly Professional Learning Communities/Collaboration/Professional Development/Data Digs.

Critical Root Cause 3: Accountability of staff attending PLCs has been lacking and ability to substitute staff out for data dig/collaboration days has been a root cause.

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While 6th grade scores have consistently outperformed 5th grade scores these gaps persist.

Critical Root Cause 4: Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier 1 instruction. Inconsistent Academic Intervention offered.

Problem Statement 4 Areas: Student Success

Problem Statement 5: FIS implemented 2 Project Based Learning opportunities for students during the 2024-2025 school year. While PBLs have increased over the past two school years, FIS is still in need of implementing more work-based learning/PBLs.

Critical Root Cause 5: Implementing and planning work based learning and PBLs takes much time and planning. FIS has built a strategic plan to implement PBLs at FIS and this will be followed.

Problem Statement 5 Areas: Adult Learning Culture

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In grades 5th and 6th, at least 58% of students at Fernley Intermediate 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) i-Ready assessment during the 2025/2026 school year.

Formative Measures: iReady Diagnostic

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 student's individual needs.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	ELA and Math iReady Data Analysis	Administrator, Department Lead, Teacher Lead, Teachers, CCRI	Fall, Winter, Spring			
2	Weekly PLC's (Collaboration)	Administrator, Department Lead, Teacher Lead, Teachers, CCRI	Weekly			
3	iReady MyPath (Lessons Passed) Incentives for Students	Administrator, Department Lead, Teacher Lead, Teachers, CCRI	Quarterly			
4	Intervention Block in Master Schedule	Admin/All Staff	All Year			
5	Professional Development	Admin/All Staff	Quarterly			
Position Responsible: Administrator, Department Lead, Teacher Lead, Teachers, CCRI Resources Needed: iReady Math Curriculum, HMH Curriculum, Corrective Reading Intervention , Ongoing Professional Learning, Time for data digs (Substitutes), MTSS Meetings/PBIS Meetings, College and Career Readiness Interventionist. Evidence Level Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While 6th grade scores have consistently outperformed 5th grade scores these gaps persist. **Critical Root Cause:** Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier 1 instruction. Inconsistent Academic Intervention offered.

Inquiry Area 1: Student Success

SMART Goal 2: Fernley Intermediate School will increase the total number of students participating in 5th and 6th grade work-based learning opportunities (project-based learning) by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Field Trips, guest speakers, project-based learning opportunities, student leadership data, family nights, School Links data

Aligns with District Goal

Improvement Strategy 1 Details				Reviews																		
Improvement Strategy 1: All students will use School Links at Fernley Intermediate School. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>School Links Professional Development</td><td>Administration</td><td>Throughout the School Year</td></tr><tr><td>2</td><td>Teachers will increase the opportunities for students to use School Links.</td><td>FIS Staff</td><td>Throughout the School Year</td></tr></table> Position Responsible: Principal and Staff Resources Needed: School Links Evidence Level Level 2: Moderate: Work Based Learning Problem Statements/Critical Root Cause: Adult Learning Culture 2							Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	School Links Professional Development	Administration	Throughout the School Year	2	Teachers will increase the opportunities for students to use School Links.	FIS Staff	Throughout the School Year	Status Check		EOY Reflection	
							Action #	Actions for Implementation	Person(s) Responsible	Timeline												
							1	School Links Professional Development	Administration	Throughout the School Year												
							2	Teachers will increase the opportunities for students to use School Links.	FIS Staff	Throughout the School Year												
Nov	Jan	May																				
No review	No review																					

Improvement Strategy 2 Details				Reviews														
Improvement Strategy 2: Fernley Intermediate School will increase the number of Project-Based Learning opportunities from 2 PBL's (2024-2025) to 3 PBL's (2025-2026) . <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Project-Based Learning professional development</td><td>Administration</td><td>Throughout the school year</td></tr><tr><td>2</td><td>Student Participation</td><td>FIS staff</td><td>Throughout the school year</td></tr></table> <p>Position Responsible: Principal</p> <p>Resources Needed: Materials for project-based learning activities.</p> <p>Evidence Level Level 2: Moderate: Work Based Learning</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Project-Based Learning professional development	Administration	Throughout the school year	2	Student Participation	FIS staff	Throughout the school year	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline											
				1	Project-Based Learning professional development	Administration	Throughout the school year											
				2	Student Participation	FIS staff	Throughout the school year											
Nov	Jan	May																
No review	No review																	

SMART Goal 2 Problem Statements:

Adult Learning Culture
Problem Statement 2: FIS implemented 2 Project Based Learning opportunities for students during the 2024-2025 school year. While PBLs have increased over the past two school years, FIS is still in need of implementing more work-based learning/PBLs. Critical Root Cause: Implementing and planning work based learning and PBLs takes much time and planning. FIS has built a strategic plan to implement PBLs at FIS and this will be followed.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of Fernley Intermediate School staff will participate in iReady, HMH, PBIS, MTSS, and Work-Based Learning/Project-Based Learning professional development.

Formative Measures: Kickup attendance Data, PLC notes, administration observation.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews										
Improvement Strategy 1: Weekly professional learning communities with a shared notetaker that is communicated with administration. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Create and share Master Schedule for all FIS staff.</td><td>Create and share notetaker for 5th grade and 6th grade staff.</td><td></td></tr></table> <p>Position Responsible: Principal, FIS Staff</p> <p>Resources Needed: N/A</p> <p>Evidence Level Level 2: Moderate: Work-Based Learning</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Create and share Master Schedule for all FIS staff.	Create and share notetaker for 5th grade and 6th grade staff.		Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Create and share Master Schedule for all FIS staff.	Create and share notetaker for 5th grade and 6th grade staff.								
				Nov	Jan	May								
No review	No review													

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: 2024-2025 school year PLC data showed 80% of staff attended weekly Professional Learning Communities/Collaboration/Professional Development/Data Digs. Critical Root Cause: Accountability of staff attending PLCs has been lacking and ability to substitute staff out for data dig/collaboration days has been a root cause.

Inquiry Area 2: Adult Learning Culture

SMART Goal 2: 100% of Fernley Intermediate School staff will participate in PLCs (Professional Learning Communities), Data Dig Meetings, and collaboration with department teams.

Formative Measures: Professional Learning Community Notes, Staff attendance data.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews										
Improvement Strategy 1: Weekly professional learning communities with a shared notetaker that is communicated with administration. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Create and share Master Schedule for all FIS staff.</td><td>Create and share notetaker for 5th grade and 6th grade staff.</td><td></td></tr></table> <p>Position Responsible: Principal, FIS Staff Resources Needed: N/A Evidence Level Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Create and share Master Schedule for all FIS staff.	Create and share notetaker for 5th grade and 6th grade staff.		Status Check		EOY Reflection
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				1	Create and share Master Schedule for all FIS staff.	Create and share notetaker for 5th grade and 6th grade staff.								
				Nov	Jan	May								
No review	No review													

SMART Goal 2 Problem Statements:

Adult Learning Culture
Problem Statement 1: 2024-2025 school year PLC data showed 80% of staff attended weekly Professional Learning Communities/Collaboration/Professional Development/Data Digs. Critical Root Cause: Accountability of staff attending PLCs has been lacking and ability to substitute staff out for data dig/collaboration days has been a root cause.

Inquiry Area 3: Connectedness

SMART Goal 1: Fernley Intermediate School will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Infinite Campus, Daily Attendance

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Utilizing data, Fernley Intermediate School will engage families and provide early intervention to improve attendance. Engaging curriculum and instruction to improve attendance.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	5th & 6th Grade Attendance Data	Administrator, Department Lead, Teacher Lead, Teachers, CCRI, Counselor	Weekly/Monthly			
2	Family Engagement Participation Data	Administrator, Department Lead, Teacher Lead, Teachers, CCRI, Counselor	Monthly			
3	Curriculum Implementation Walk-ThroughData	Administrator, Department Lead, Teacher Lead, Teachers, CCRI, Counselor	Monthly			
4	Implement Quarterly Project Based Learning	All Staff	Quarterly			
5	Home Visits, Attendance Letters, Attendance Incentives	Administrator, Department Lead, Teacher Lead, Teachers, CCRI, Counselor	Weekly/Monthly			
6	SEL Small Groups & Check in/Check Out	All Staff	Daily			
Position Responsible: Administrator, Department Lead, Teacher Lead, Teachers, CCRI, Counselor Resources Needed: Infinite Campus Student Information System, School Resource Officers, MTSS Teams, Expanded in-person and Telehealth Mental Health Resources. Evidence Level Problem Statements/Critical Root Cause: Connectedness 1, 2						

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Chronic absenteeism continues to hinder student learning, particularly for student impacted by poverty, mobility, and trauma. FIS 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, emotional and mental health challenges.

Problem Statement 2: While Fernley Intermediate School tracks student absences and incorporates engaging project based learning opportunities for students, there is a lack of accountability and follow through in contacting families and students. **Critical Root Cause:** Lack of consistent data tracking and goal setting in the areas of attendance.