

# Lyon County School District



## Fernley Intermediate School

## 2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

# Table of Contents

Inquiry Area 1 : Student Success	3
Inquiry Area 2 : Adult Learning Culture	6
Inquiry Area 3 : Connectedness	10

# Inquiry Area 1 Student Success

## SMART Goal 1

In grades 5th and 6th at Fernley Intermediate School, the percentage of students demonstrating typical growth in mathematics and reading will increase 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

## 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.

**Actions for Implementation**

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Analyze ELA and Math iReady Data to make instructional decisions.	Administrator, Department Lead, Teacher Lead, Teachers, CCRI	Fall, Winter, Spring	
2	Staff will attend weekly PLC's (Collaboration) to improve consistency when aligning curriculum and analyze common formative assessments.	Administrator, Department Lead, Teacher Lead, Teachers, CCRI	Weekly	
3	Track iReady MyPath (Lessons Passed) and plan for incentives for students to improve student growth.	Administrator, Department Lead, Teacher Lead, Teachers, CCRI	Quarterly	
4	All classrooms have implemented Intervention Block in Master Schedule to meet the needs of outlying students.	Admin/All Staff	All Year	
5	Attend Professional Development regularly to ensure a cohesive staff and collective efficacy.	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:** Student Success 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

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.

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

### SMART Goal 1

By the Fall 2026 Nevada Staff Climate Survey administration, Fernley Intermediate School will elevate its Staff NVSEL Physical Safety score from 370 (Adequate) to 378+ (Excellent) and its Student NVSEL Emotional Safety score from 339 (Needs Improvement) to 342+ (Adequate). Success will also be measured by reducing the staff agreement rate on "student verbal abuse of teachers occurs often" from 53% to under 40%.

**Formative Measures:** NVSEL Climate Survey

### Improvement Strategy 1

Visible Administration & Clear Behavioral Accountability

Targeting: Verbal abuse (53%), hallway chaos, and the desire for administrative presence.

## Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Scheduled Transition Sweeps: Establish an administrative "Visibility Roster." Administrators and available support staff will be visibly stationed in high-traffic zones (hallways, cafeteria, outdoor areas) during all transitions, lunch periods, and dismissal to improve behavior and discourage negative student activity.	Administration	25-26 school year	
2	The "Closed-Loop" Referral System: Create a standard operating procedure for office discipline referrals (ODRs). Admin will commit to updating teachers on student consequences after a referral submission, ensuring teachers feel supported and heard.	Administration	25-26 school year	
3	Implementation of systems and training on referrals (Flowchart, MTSS/PBIS Rewards Referral System) for all staff during professional development.	Administration/FIS Staff/CIP Team	25-26 school year	
4	Utilize Infinite Campus (Assignment/Grading PD) & ParentSquare (Communication System). Implement professional development at the beginning of the school year and throughout school year as needed.	Administration/FIS Staff/CIP Team	25-26 school year	
5	Follow the Progressive Discipline plan. Define clear "In-Class Reset" protocols versus "Office-Level" behaviors, and ensure all staff (including long-term subs and ARLs) are trained on this matrix during onboarding for progressive discipline.	Administration	25-26 school year	

**Position Responsible:** Principal, FIS Staff

**Resources Needed:** N/A

**Evidence Level**

**Level 2: Moderate:**

Work-Based Learning

**Problem Statements:** Adult Learning Culture 1

**Status Checks**

**November**

**January**

**May**

# SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

2025-2026 school year PLC data showed 80% of staff attended weekly Professional Learning Communities/ Collaboration/Professional Development/ Data Digs.

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

## SMART Goal 2

By May 2027, FIS will increase average staff attendance at Friday early-release professional development meetings from 75% to 80% or higher through the implementation of a published Master PD Schedule, while simultaneously increasing staff climate survey participation from 25% to 75%.

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

### Improvement Strategy 1

Weekly professional learning communities with a shared notetaker that is communicated with administration.

#### Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Create and share Master Schedule for all FIS staff.	Create and share notetaker for 5th grade and 6th grade staff.	Before School year	
2	Survey staff before 26-27 school year to implement alternative professional development schedule to increase staff attendance.	Admin	Before School year	

**Position Responsible:** Principal, FIS Staff

**Resources Needed:** N/A

**Evidence Level**

**Problem Statements:** Adult Learning Culture 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 Adult Learning Culture

Problem Statement

Root Cause

1

2025-2026 school year PLC data showed 80% of staff attended weekly Professional Learning Communities/ Collaboration/Professional Development/ Data Digs.

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

### **SMART Goal 1**

Fernley Intermediate School will reduce the chronic absenteeism rate by 2.5% from the 2025/2026 school year to the 2026/2027 school year.

**Formative Measures:** Infinite Campus, Daily Attendance

### **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.

## Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	5th & 6th Grade Attendance Data will be monitored on a weekly basis by pulling data on Monday of each week. Using a tiered approach to absenteeism intervention. (Parent Phone Call, Letters Home, Home Visit, Attendance Committee)	Administrator, Department Lead, Teacher Lead, Teachers, CCRI, Counselor	Weekly/ Monthly	
2	Increase positive family engagement by participation in (parent teacher conferences, Falcon Perch, Assemblies, PBL Presentations)	Administrator, Department Lead, Teacher Lead, Teachers, CCRI, Counselor	Monthly	
3	Implement Quarterly Project Based Learning to help improve student engagement within career exploration while implementing School Links and Career Trees.	All Staff	Quarterly	
4	Staff will implement quarterly Attendance Incentives to motivate all students to attend school daily.	Administrator, Department Lead, Teacher Lead, Teachers, CCRI, Counselor	Weekly/ Monthly	
5	SEL Small Groups & Check in/Check Out will use goal setting to build student and staff relationships.	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:** Connectedness 1

**Schoolwide and Targeted Assistance Title I Element:** 2.4, 2.5, 2.6, 4.1, 4.2

## Status Checks

November

January

May

### SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

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.

Inequitable access to high quality instruction, curriculum that feels irrelevant to students with emotional and mental health challenges. Students have difficulty accessing and engaging with curriculum when dysregulated in and out of the school setting.