

Lyon County School District



Fernley High School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

Table of Contents

Inquiry Area 1 : Student Success	3
Inquiry Area 2 : Adult Learning Culture	5
Inquiry Area 3 : Connectedness	7

Inquiry Area 1 Student Success

SMART Goal 1

Fernley High 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: MAPS

Improvement Strategy 1

Data Driven instruction, regularly analyzing data to identify student strengths and weaknesses to help teachers tailor instruction to address a student's individual needs.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Student data will be analyzed by the MTSS committee in conjunction with Department Chairs who will assist staff with tailoring of instruction.	MTSS Chair Teacher Leaders Administration	2026-2027 school year	

Position Responsible: CIP Committee

Resources Needed: MAP Assessments

ALEKS

Study Sync

Pearson AGA

Time for Data Digs

District MTSS meetings

College and Career Readiness Interventionists (CCRI) (Title I funded)

Evidence Level

Problem Statements: Student Success 4 - Adult Learning Culture 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

4

Academic performance in mathematics saw a significant drop in math proficiency scores (STAR Report), dropping from 12.2% proficient in 2022-2023 to 7.3% in 2023-2024. More recently, (24-25), proficiency has improved to 14.5%. While this is higher than the district average of 12.7%, there is still a lot of room for improvement.

While there have been pockets of success, there is still no effective intervention plan for general education students that work at a large scale.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

Classroom observations show a relative disparity in the areas of higher-order thinking and student self-direction, as measured by NEPF observations.

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.

SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

1

Chronic absenteeism hinders student learning, especially for students impacted by poverty, mobility, and trauma.

Inequitable access to high-quality instruction, curriculum that feels irrelevant, and emotional and mental health challenges.

SMART Goal 1

By the end of the 2026-2027 school year, 80% of Fernley High School teachers will consistently integrate at least two High Impact Teaching Strategies (HITS) 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

Improvement Strategy 1

Gradually implement "High-Impact Teaching Strategies" (HITS) through PLCs and professional development.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Train principals for LCSD roll-out of HITS	District	25-26 school year, continuing into 26/27	
2	Train teachers for utilizing HITS in their day-to-day teaching strategies via PLCs and professional development	Admin/ Department Heads	26/27 School Year	

Position Responsible: Administration and Teacher Leaders

Resources Needed: District-created materials, website access, a

Evidence Level

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.

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 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

Classroom observations show a relative disparity in the areas of higher-order thinking and student self-direction, as measured by NEPF observations.

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.

SMART Goal 1

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

Formative Measures: Attendance data (Infinite Campus)
PBIS Data (Title I Funded)

Improvement Strategy 1

Implement a comprehensive, multi-tiered attendance support system specifically designed to address the root causes of chronic absenteeism.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 2026-2027	
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 2026-2027	

Position Responsible: Attendance Secretary, CIP Team, CCRI, MTSS, Administration

Resources Needed: CCRI, SROs, Attendance Data, Title I funding for PBIS Program

Evidence Level

Level 1: Strong:

Academic Supports and Interventions

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 hinders student learning, especially for students impacted by poverty, mobility, and trauma.

Inequitable access to high-quality instruction, curriculum that feels irrelevant, and emotional and mental health challenges.