

Lyon County School District

Fernley Elementary School

2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies



Mission Statement

Fernley Elementary School fosters learning for life, empowers connected learners, promotes student ownership, and encourages discovery learning for success in a rapidly evolving world.

Vision

Fernley Elementary School will facilitate and implement the tools and strategies necessary to prepare all students to graduate college, career and life successful.

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_elementary_school/2024

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: At least 58% of FES students will meet or exceed their individual typical growth goals as measured by BOY (fall) to EOY (spring) I-ready math and reading assessments.

Formative Measures: I-Ready Diagnostic assessment (fall, winter, spring) (math and reading)

Monthly Data Team meetings/collaborative team meetings

Weekly independent usage reports

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Tier 1 instruction using the HMH/Structured Literacy and I-Ready curriculums with fidelity at all grade levels.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	90-minute reading and math blocks dedicated to the Tier 1 curriculum.	Classroom teachers Admin	2025-2026 school year			
2	Early intervention: schoolwide intervention block targeting RAP students and students scoring in bottom quartile on diagnostic assessments. Intervention programming and platforms provided through Title 1 funding.	Classroom teachers College and Career Readiness Interventionist Admin	2025-2026 school year (following scheduled diagnostics)			
3	Weekly student use (20-50 minutes) of I-Ready Independent practice for reading and math.	Classroom teachers Admin	2025-2026 school year (following scheduled diagnostics)			
4	Monthly grade level I-Ready Challenges.	Classroom teachers Admin	2025-2026 school year			
Resources Needed: HMH and I-Ready professional development Lexia Core 5 literacy intervention Corrective Reading UFLY Heggerty I-Ready Independent Practice Path (reading and math) NWEA Reading Fluency/Coach Title 1 Funding Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2024/2025 fall to spring MAP reading assessments and 55% not meeting or exceeding their individual growth goals as measured by the 2024/2025 fall to spring I-Ready math diagnostic. Critical Root Cause: FES has a schoolwide chronic absenteeism rate of 37% resulting in inadequate exposure to quality Tier 1 curriculum and instruction including progress monitoring, individualized programming, targeted interventions and formative assessments.

Inquiry Area 1: Student Success

SMART Goal 2: Fernley Elementary School will increase the total number of work-based learning opportunities provided for PreK-4th grade students by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: School Links
Field Trips
Guest Speakers
Work-based activities (lunch helpers, community service, school garden)

Aligns with District Goal

Improvement Strategy 1 Details				Reviews										
Improvement Strategy 1: All K-4 students will engage with the School Links platform. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Student use of School Links</td><td>Classroom teachers School Counselor College and Career Readiness Interventionist</td><td>2025-2026 school year</td></tr></table> <p>Resources Needed: School Links online platform Student Chromebooks</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Student use of School Links	Classroom teachers School Counselor College and Career Readiness Interventionist	2025-2026 school year	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Student use of School Links	Classroom teachers School Counselor College and Career Readiness Interventionist	2025-2026 school year							
				Nov	Jan	May								
No review	No review													

Improvement Strategy 2 Details				Reviews										
Improvement Strategy 2: Purposeful, schoolwide work-based opportunities provided to students. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Provide opportunities for field trips, guest speakers, student workers/leaders, community service, project-based learning</td><td>Classroom teachers Admin</td><td>2025-2026 school year</td></tr></table> <p>Resources Needed: Funding for field trips Invitations and time for guest speakers materials for project-based learning (ex: school garden) Parent Teacher Association (PTA) involvement Title 1 Funding</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Provide opportunities for field trips, guest speakers, student workers/leaders, community service, project-based learning	Classroom teachers Admin	2025-2026 school year	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Provide opportunities for field trips, guest speakers, student workers/leaders, community service, project-based learning	Classroom teachers Admin	2025-2026 school year							
				Nov	Jan	May								
No review	No review													

SMART Goal 2 Problem Statements:

Student Success
<p>Problem Statement 1: Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2024/2025 fall to spring MAP reading assessments and 55% not meeting or exceeding their individual growth goals as measured by the 2024/2025 fall to spring I-Ready math diagnostic.</p> <p>Critical Root Cause: FES has a schoolwide chronic absenteeism rate of 37% resulting in inadequate exposure to quality Tier 1 curriculum and instruction including progress monitoring, individualized programming, targeted interventions and formative assessments.</p>

Inquiry Area 1: Student Success

SMART Goal 3: Fernley Elementary School will increase the total number of Prek-4th grade students participating in work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

- Formative Measures:** School Links
Field Trips
Guest Speakers
Work-based activities (lunch helpers, community service, school garden, etc.)

Aligns with District Goal

Improvement Strategy 1 Details				Reviews										
Improvement Strategy 1: All K-4 students will engage with the School Links platform. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Student use of Schoolinks</td><td>Classroom teachers, School Counselor, College and Career Readiness Interventionist</td><td>2025-2026 school year</td></tr></table> <p>Resources Needed: Schoolinks online platform Student Chromebooks</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Student use of Schoolinks	Classroom teachers, School Counselor, College and Career Readiness Interventionist	2025-2026 school year	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Student use of Schoolinks	Classroom teachers, School Counselor, College and Career Readiness Interventionist	2025-2026 school year							
Nov	Jan	May												
				No review	No review									

SMART Goal 3 Problem Statements:

Student Success
<p>Problem Statement 1: Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2024/2025 fall to spring MAP reading assessments and 55% not meeting or exceeding their individual growth goals as measured by the 2024/2025 fall to spring I-Ready math diagnostic.</p> <p>Critical Root Cause: FES has a schoolwide chronic absenteeism rate of 37% resulting in inadequate exposure to quality Tier 1 curriculum and instruction including progress monitoring, individualized programming, targeted interventions and formative assessments.</p>

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of Fernley Elementary's K-4th instructional staff will participate in monthly I-Ready, HMH, Lexia Core 5, Reading Fluency, PBIS, and School Links professional development.

Formative Measures: PD Calendar
Kickup registrations

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Professional development and Parent Engagement events will align with SPP, student intervention, and progress monitoring goals.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	School PD calendar developed prior to start of school year.	Admin Teacher Leaders	August-September 2025.			
2	PD will align with current progress monitoring data.	Admin Teacher Leaders	2025-2026 school year (Monthly)			
3	Staff surveys to ensure buy-in around Professional Development topics and Parent Engagement events funded by Title 1.	Admin Teacher Leaders FES Staff	2025-2026 school year (monthly/quarterly)			
Resources Needed: Time: early out Fridays PD facilitator Current data Title 1 funding						
Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6						
Evidence Level						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2025 spring MAP assessment and 55% not meeting or exceeding their individual growth goals as measured by the 2025 spring I-Ready math diagnostic. **Critical Root Cause:** Schoolwide professional development and grade level collaboration infrequently focused on collectively effective, highly impactful instructional strategies targeted toward Tier 1 curriculum and instruction implementation and Tier 2 interventions.

Inquiry Area 2: Adult Learning Culture

SMART Goal 2: 100% of Fernley Elementary's K-4th instructional and departmental staff will participate in monthly data team/PLC meetings.

Formative Measures: Meeting agendas/notes
Kickup registrations/attendance

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Grade level PLC meetings, Data Team meetings, and Parent Engagement events will align with SPP, student intervention, and progress monitoring goals.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Develop PLC/Data Team meeting schedule prior to start of school year.	Admin	August 2025-September 2025			
2	Develop and maintain agendas for all meetings	Admin Teacher Leaders/Meeting facilitators	2025-2026 school year			
3	Staff surveys to drive PLC agenda topics, goals, and Parent Engagement events funded by Title 1.	Admin Teachers Teacher Leaders/Meeting facilitators	2025-2026 school year			
Resources Needed: Title 1 funding Time: early-out Fridays, half days, evening events Parent Engagement incentives PD Facilitators Current data Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 2 Problem Statements:

Adult Learning Culture

Problem Statement 1: Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2025 spring MAP assessment and 55% not meeting or exceeding their individual growth goals as measured by the 2025 spring I-Ready math diagnostic. **Critical Root Cause:** Schoolwide professional development and grade level collaboration infrequently focused on collectively effective, highly impactful instructional strategies targeted toward Tier 1 curriculum and instruction implementation and Tier 2 interventions.

Inquiry Area 3: Connectedness

SMART Goal 1: Fernley Elementary will reduce their 35% (33% without PreK included) chronic absenteeism rate by 10% in the 2025-2026 school year as measured by the Federal Chronic Absenteeism report.

Formative Measures: Attendance reports

Early Warning System

MTSS for Attendance

Home Visits and Family Engagement

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Early intervention: personal contact with families of students who have prior chronic absenteeism, discussing an improvement plan for the current year.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Phone calls, letters, and/or home visits	Admin School Counselor School Resource Officer	2025-2026 school year			
2	Attendance reports	Admin MTSS Team	Monthly 2025-2026 school year			
3	Family/Community engagement events-education for families around attendance, PBIS, assessments, and progress monitoring funded by Title 1 funds.	Admin SPP Team Teacher Leaders FES staff PBIS/MTSS team Fernley Community (business/city stakeholders)	Quarterly 2025-2026 school year			
Resources Needed: PD Facilitators Title 1 funding current data Time: reporting, parent contacts, early-out Fridays, evening events Incentives Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2025 spring MAP assessment and 55% not meeting or exceeding their individual growth goals as measured by the 2025 spring I-Ready math diagnostic. **Critical Root Cause:** FES has a schoolwide chronic absenteeism rate of 37% resulting in inadequate exposure and connections to highly impactful instructional strategies focused around the Tier 1 ELA and math curriculum including: progress monitoring, individualized programming, targeted interventions and formative assessments.

Inquiry Area 3: Connectedness

SMART Goal 2: Fernley Elementary students and staff will demonstrate a commitment to the LCSD Portrait of a Learner by exemplifying their abilities to take ownership in learning, be lifelong learners, discovery learners, and connected learners as measured by the number of purposeful positive referrals and experiences provided to the students and staff.

Formative Measures: PBIS reports
Spirit Stick Nominations
Attendance reports
Staff recognition program

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: FES will reduce the number of behavior referrals by 10% (321 during the 24/25 school year) through the implementation of a stronger PBIS system that includes staff PD, restorative discipline, positive reinforcement, recognition, and reward experiences.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Current week's PBIS referrals drive the focus for improvement in the following week.	Admin MTSS facilitator	(Weekly) 2025-2026 school year			
2	Community circles in classrooms discuss weekly PBIS/POL focus.	Admin Classroom teachers	(Daily/Weekly) 2025-2026 school year			
3	Recognition of students for following school expectations and modeling positive behaviors.	Admin MTSS Team/Facilitator Classroom Teachers FES Staff	(Daily/Weekly) 2025-2026 school year			
4	Provide group experiences for students who earned points by following school expectations.	Admin MTSS Team/Facilitator Classroom Teachers FES Staff	(Monthly) 2025-2026 school year			
5	Provide parent engagement events and staff PD targeted toward PBIS and funded by Title 1 funds.	Admin MTSS Team/Facilitator SPP Team FES Staff	2025-2026 school year			
Resources Needed: PBIS budget, staffing for PBIS store/experiences, Title 1 funding.						
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2						
Evidence Level						
Problem Statements/Critical Root Cause: Connectedness 1						

Improvement Strategy 2 Details				Reviews																		
Improvement Strategy 2: FES will increase the opportunities for staff to participate and be recognized through the PBIS teacher rewards program. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Implement the PBIS staff recognition program for staff points. "Spotlight a Colleague" and staff raffles funded through the PBIS budget.</td><td>FES Staff</td><td>2025-2026 school year</td></tr><tr><td>2</td><td>Weekly positive staff recognition through Spirit Stick nominations.</td><td>FES Staff</td><td>2025-2026 school year</td></tr><tr><td>3</td><td>Staff surveys to gather preferences for morale boosters/recognition rewards.</td><td>Admin MTSS Team/ Facilitator FES Staff</td><td>2025-2026 school year</td></tr></table> <p>Resources Needed: PBIS budget, Title 1 funds, staffing for rewards/experiences, PTA support</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Implement the PBIS staff recognition program for staff points. "Spotlight a Colleague" and staff raffles funded through the PBIS budget.	FES Staff	2025-2026 school year	2	Weekly positive staff recognition through Spirit Stick nominations.	FES Staff	2025-2026 school year	3	Staff surveys to gather preferences for morale boosters/recognition rewards.	Admin MTSS Team/ Facilitator FES Staff	2025-2026 school year	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline															
				1	Implement the PBIS staff recognition program for staff points. "Spotlight a Colleague" and staff raffles funded through the PBIS budget.	FES Staff	2025-2026 school year															
				2	Weekly positive staff recognition through Spirit Stick nominations.	FES Staff	2025-2026 school year															
3	Staff surveys to gather preferences for morale boosters/recognition rewards.	Admin MTSS Team/ Facilitator FES Staff	2025-2026 school year																			
Nov	Jan	May																				
No review	No review																					

SMART Goal 2 Problem Statements:

Connectedness
<p>Problem Statement 1: Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2025 spring MAP assessment and 55% not meeting or exceeding their individual growth goals as measured by the 2025 spring I-Ready math diagnostic. Critical Root Cause: FES has a schoolwide chronic absenteeism rate of 37% resulting in inadequate exposure and connections to highly impactful instructional strategies focused around the Tier 1 ELA and math curriculum including: progress monitoring, individualized programming, targeted interventions and formative assessments.</p>