

Lyon County School District

Fernley Elementary School

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I, ATSI



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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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Fernley Elementary saw a significant drop in behavior referrals during the 2024/2025 school year, down 15% from the 2023/2024 school year. This is the second consecutive year that FES reduced the number of negative behavior incidents/referrals.

54% of Fernley Elementary's students met or exceeded their individual growth goals in reading as measured by the Fall to Spring MAP Reading assessment results.

45% of Fernley Elementary's students met or exceeded their individual growth goals in math as measured by the Fall to Spring I-Ready math assessment results. 74% of Fernley Elementary's students demonstrated growth with improved placement as measured by the I-Ready Fall to Spring math diagnostic assessment. FES students scoring at or above grade level grew from 6% to 43%. FES students scoring one grade level below standard dropped from 65% to 43%. FES students scoring two or more grade levels below standard dropped from 28% to 13%.

Student Success Areas for Growth

Fernley Elementary has not yet provided intentional and purposeful work-based learning opportunities for students. We will begin the purposeful process of providing and documenting more opportunities through the use of the Schoolinks platform.

Fernley Elementary students show areas for growth as evidenced by 46% of students not meeting individual growth goals on the MAP reading assessment and 55% of students not meeting individual growth goals on the I-Ready math assessment.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Achievement gaps in reading and math	Targeted Tier 1 instruction, early intervention, ELL supports, provide information and resources for community supports, provide education/information through family engagement events, build connectedness through positive school initiatives.

Student Group	Challenge	Solution
Foster/Homeless	Chronic absenteeism, achievement gaps in reading and math	Targeted Tier 1 instruction, early intervention, provide information and resources for community supports, provide education/information through family engagement events, build connectedness through positive school initiatives.
Free and Reduced Lunch	Chronic absenteeism, Achievement gaps in reading and math	Targeted Tier 1 instruction, early intervention, provide information and resources for community supports, provide education/information through family engagement events, build connectedness through positive school initiatives.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Chronic absenteeism, achievement gaps in reading and math	Targeted Tier 1 instruction, early intervention, provide information and resources for community supports, provide education/information through family engagement events, build connectedness through positive school initiatives
Students with IEPs	Chronic absenteeism, achievement gaps in reading and math	Targeted Tier 1 instruction, early intervention, provide information and resources for community supports, provide education/information through family engagement events, build connectedness through positive school initiatives

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 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.

Adult Learning Culture

Adult Learning Culture Areas of Strength

100% of grade level and department staff met for data team meetings twice-monthly with Administration. Meeting topics alternated between ELA, Math, and SPED data analyzation. Meeting agendas focused on data-based strategic interventions, strategic grouping, curriculum, and goal setting.

100% of instructional and support staff (certified and classified) met monthly for various professional development sessions focused on curriculum, schoolwide data, instructional methods, Tier 1 interventions, PBIS, online learning platforms, District and school initiatives, and other relevant and meaningful topics.

Adult Learning Culture Areas for Growth

Schoolwide professional development areas for growth are evidenced by the need for more meaningful collaboration around collectively effective, highly impactful instructional strategies targeted toward the implementation of Tier 1 curriculum and instruction and Tier 2 interventions.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	student achievement gaps in reading and math	Professional development around collectively effective, highly impactful instructional strategies targeted toward the implementation of Tier 1 curriculum and instruction and Tier 2 interventions.
Foster/Homeless	student achievement gaps in reading and math	Professional development around collectively effective, highly impactful instructional strategies targeted toward the implementation of Tier 1 curriculum and instruction and Tier 2 interventions.
Free and Reduced Lunch	student achievement gaps in reading and math	Professional development around collectively effective, highly impactful instructional strategies targeted toward the implementation of Tier 1 curriculum and instruction and Tier 2 interventions.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	student achievement gaps in reading and math	Professional development around collectively effective, highly impactful instructional strategies targeted toward the implementation of Tier 1 curriculum and instruction and Tier 2 interventions.
Students with IEPs	student achievement gaps in reading and math	Professional development around collectively effective, highly impactful instructional strategies targeted toward the implementation of Tier 1 curriculum and instruction and Tier 2 interventions.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): 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.

Connectedness

Connectedness Areas of Strength

Staff Needs Assessment: 93% of staff responded by survey in Spring 2025. 100% of those responding indicated FES is a student-first environment, leadership is connected and responsive to needs, and school culture/climate is positive.

Fernley Elementary continued to demonstrate declining behavior incidents in the 2024/2025 school year. 325 referrals were submitted to the PBIS Rewards and Referrals app. This number is down 15% from the 2023/2024 school year.

Students and staff participated in the Portrait of a Learner and PBIS Focus of the week. Each week, students and staff were nominated for their outstanding efforts toward the weekly focus.

Chronic absenteeism declined slightly from the previous year. Students improved their positive attendance from 46% chronically absent in 23/24 to 37% (40% with PreK included) in the 24/25 year.

Connectedness Areas for Growth

Areas for growth in connectedness are evidenced by:

Staff needs assessment: 93% of staff responded by survey in Spring 2025. An area for improvement was indicated by responses requesting more support with PBIS expectations and systems.

A continuing trend of chronic absenteeism: rate of 37%. This contributes to inadequate exposure and connections to quality Tier 1 ELA and math curriculum and instruction, progress monitoring, assessments, and Tier 2 interventions.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	achievement gaps in reading and math	Early intervention: personal contact with families of students who have prior chronic absenteeism, discussing an improvement plan for the current year. FES will improve the schoolwide PBIS system through staff PD, restorative discipline, positive reinforcement, recognition, and reward experiences.

Student Group	Challenge	Solution
Foster/Homeless	Chronic absenteeism, achievement gaps in reading and math	Early intervention: personal contact with families of students who have prior chronic absenteeism, discussing an improvement plan for the current year. FES will improve the schoolwide PBIS system through staff PD, restorative discipline, positive reinforcement, recognition, and reward experiences.
Free and Reduced Lunch	Chronic absenteeism, achievement gaps in reading and math	Early intervention: personal contact with families of students who have prior chronic absenteeism, discussing an improvement plan for the current year. FES will improve the schoolwide PBIS system through staff PD, restorative discipline, positive reinforcement, recognition, and reward experiences.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Chronic absenteeism, achievement gaps in reading and math	Early intervention: personal contact with families of students who have prior chronic absenteeism, discussing an improvement plan for the current year. FES will improve the schoolwide PBIS system through staff PD, restorative discipline, positive reinforcement, recognition, and reward experiences.

Student Group	Challenge	Solution
Students with IEPs	Chronic absenteeism, achievement gaps in reading and math	Early intervention: personal contact with families of students who have prior chronic absenteeism, discussing an improvement plan for the current year. FES will improve the schoolwide PBIS system through staff PD, restorative discipline, positive reinforcement, recognition, and reward experiences.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 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.

Priority Problem Statements

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 1: 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.

Problem Statement 1 Areas: Student Success

Problem Statement 2: 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 2: 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.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: 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 3: 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.

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
- Curriculum Based Measures
- Early reading assessment results
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs

Adult Learning Culture

- Administrator evaluation
- Communications data
- Evaluation(s) of professional development implementation and impact
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- Teacher evaluation
- Teacher retention
- Walk-through data

Connectedness

- Attendance
- Behavior
- Demographic data
- PBIS/MTSS data
- Perception/survey data
- Volunteer opportunities, attendance, and participation

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.	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 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 opportunities for PreK-4th grade students to participate in work-based learning activities 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> Resources Needed: School Links online platform Student Chromebooks Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Problem Statements/Critical Root Cause: Student Success 1				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</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							
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				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 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 will align with SPP, student intervention, and progress monitoring goals. <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 PD calendar developed prior to start of school year.</td><td>Admin Teacher Leaders</td><td>August-September 2025.</td></tr><tr><td>2</td><td>PD will align with current progress monitoring data.</td><td>Admin Teacher Leaders</td><td>2025-2026 school year (Monthly)</td></tr><tr><td>3</td><td>Staff surveys to ensure buy-in around Professional Development topics.</td><td>Admin Teacher Leaders</td><td>2025-2026 school year (monthly/quarterly)</td></tr></table> <p>Resources Needed: Time: early out Fridays PD facilitator Current data</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>				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.	Admin Teacher Leaders	2025-2026 school year (monthly/quarterly)	Status Check		EOY Reflection
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No review	No review																					

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 and Data Team meetings will align with SPP, student intervention, and progress monitoring goals. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Develop PLC/Data Team meeting schedule prior to start of school year.</td><td>Admin</td><td>August 2025-September 2025</td></tr><tr><td>2</td><td>Develop and maintain agendas for all meetings</td><td>Admin Teacher Leaders/Meeting facilitators</td><td>2025-2026 school year</td></tr><tr><td>3</td><td>Staff surveys to drive PLC agenda topics and goals</td><td>Admin Teachers Teacher Leaders/ Meeting facilitators</td><td>2025-2026 school year</td></tr></table> Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Problem Statements/Critical Root Cause: Adult Learning Culture 1				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 and goals	Admin Teachers Teacher Leaders/ Meeting facilitators	2025-2026 school year	Status Check		EOY Reflection
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No review	No review																					

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 chronic absenteeism rate by 10% from 40% (37% without PreK included) in the 2024/2025 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. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Phone calls, letters, and/or home visits</td><td>Admin School Counselor School Resource Officer</td><td>2025-2026 school year</td></tr><tr><td>2</td><td>Attendance reports</td><td>Admin MTSS Team</td><td>Monthly 2025-2026 school year</td></tr><tr><td>3</td><td>Family/Community engagement events-education for families around attendance, PBIS, assessments, progress monitoring</td><td>Admin SPP Team Teacher Leaders FES staff PBIS/MTSS team Fernley Community (business/city stakeholders)</td><td>Quarterly 2025-2026 school year</td></tr></table> <p>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</p>				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, progress monitoring	Admin SPP Team Teacher Leaders FES staff PBIS/MTSS team Fernley Community (business/city stakeholders)	Quarterly 2025-2026 school year	Status Check		EOY Reflection
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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 around PBIS.	Admin MTSS Team/Facilitator SPP Team FES Staff	2025-2026 school year			
Resources Needed: PBIS budget, staffing for PBIS store/experiences 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.</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, 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.	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
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Nov	Jan	May																				
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SMART Goal 2 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.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The FES SPP and MTSS teams meet monthly to analyze schoolwide academic and behavior data to drive our instruction and intervention processes.

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

The SPP and MTSS teams include staff and parents when meeting monthly to review academic and behavioral data. Feedback is solicited from grade level/department representatives and surveys.

2.2: Regular monitoring and revision

Our teams meet monthly to analyze data and conduct progress monitoring. Status checks and plan revisions are completed quarterly. Each grade level and department meets twice-monthly to analyze progress monitoring strategies and groups.

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

The plan is posted on our school website in English and Spanish, sent to families via district messaging platforms, and available in the front office.

2.4: Opportunities for all children to meet State standards

All classrooms are updated with most current interactive technology such as Promethean Boards, Chromebooks and Elmos. All students have access to Tier 1 reading and math curriculum and online learning and intervention platforms such as Lexia Core5, Corrective Reading, School Links, Reading Fluency, Mystery Science, and Learning A-Z. All staff have access to PBIS Rewards and Referrals and Navigate 360 which are used to collect data and provide restorative behavior interventions. PBIS rewards and incentives are offered to all students and staff to promote positive behavior initiatives and build connections.

2.5: Increased learning time and well-rounded education

A schoolwide intervention/acceleration block is implemented for all students each week. All classrooms are updated with most current interactive technology such as Promethean Boards, Chromebooks and Elmos. All students have access to Tier 1 reading and math curriculum and online learning and intervention platforms such as Lexia Core5, Corrective Reading, School Links, Reading Fluency, Mystery Science, and Learning A-Z. All staff have access to PBIS Rewards and Referrals and Navigate 360 which are used to collect data and provide restorative behavior interventions. PBIS rewards and incentives are offered to all students and staff to promote positive behavior initiatives and build connections.

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

A schoolwide intervention/acceleration block is implemented for all students each week. Family engagement nights are facilitated to inform families of initiatives developed to assist students at-risk. All classrooms are updated with most current interactive technology such as Promethean Boards, Chromebooks and Elmos. All students have access to Tier 1 reading and math curriculum and online learning and intervention platforms such as Lexia Core5, Corrective Reading, School Links, Reading Fluency, Mystery Science, and Learning A-Z. All staff have access to PBIS Rewards and Referrals and Navigate 360 which are used to collect data and provide restorative behavior interventions. PBIS rewards and incentives are

offered to all students and staff to promote positive behavior initiatives and build connections.

3.1: Annually evaluate the schoolwide plan

Students are assessed 3 times per year in Reading and Math. Students identified as at-risk in reading are placed on a RAP plan and/or placed in a literacy intervention group with our College and Career Readiness interventionist. Grade level and department teams meet twice-monthly to analyze their data collected through progress monitoring and that data is used to evaluate the SPP. The SPP plan is analyzed and evaluated at monthly SPP Team meetings.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The Parent Involvement and Family Engagement policy is dictated by Title 1 and distributed to families within the first month of school.

4.2: Offer flexible number of parent involvement meetings

FES invites families to participate in various activities both during the school day and outside school hours. Family involvement events are planned quarterly at minimum.