

Lyon County School District
Fernley Elementary School
2024-2025 School Performance Plan

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Fernley Elementary School's culture and climate improved due to a number of factors observed in school wide behavioral and academic data. Fernley Elementary's students were further connected to their learning after implementing the new English Language Arts curriculum in every grade level while also seeing significant growth in math after year 2 implementation of I-Ready math curriculum. Fernley Elementary's staff continues to engage in meaningful and relevant professional development centered around the curriculum in order to deepen the culture of schoolwide adult learning.

Student Success Strengths

Fernley Elementary saw a significant drop in behavior referrals during the 2023/2024 school year, down 26% from the 2022/2023 school year.

52% 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.

75% 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 44%. FES students scoring one grade level below standard dropped from 59% to 44%. FES students scoring two or more grade levels below standard dropped from 34% to 12%.

Problem Statements Identifying Student Success Needs

Problem Statement 1: Achievement gaps are present as evidenced by 48% of students at FES not meeting or exceeding their individual growth goals as measured by the Spring 2024 MAP and HMH reading assessments. **Critical Root Cause:** FES has a schoolwide chronic absenteeism rate of 46% resulting in inadequate exposure to quality Tier 1 curriculum and instruction including progress monitoring, individualized programming, targeted interventions and formative assessments.

Problem Statement 2: Achievement gaps are present as evidenced by 67% of white, disadvantaged students in 3rd and 4th grade not demonstrating proficiency on the Spring 2024 SBAC math assessment, and 68.5% of white, disadvantaged students in 3rd and 4th grade not demonstrating proficiency on the Spring 2024 SBAC reading assessment. **Critical Root Cause:** FES has a schoolwide chronic absenteeism rate of 46% resulting in inadequate exposure to quality Tier 1 reading and math curriculum and instruction including progress monitoring, individualized programming, targeted interventions and formative assessments.

Adult Learning Culture

Adult Learning Culture Strengths

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 twice-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.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1: Achievement gaps are present as evidenced by 48% of students at FES not meeting or exceeding their individual growth goals as measured by the 2024 Spring MAP and HMH reading assessments. **Critical Root Cause:** Inadequate and infrequent professional development focused on year 1 of HMH and Structured Literacy curriculum and instruction resulted in low schoolwide implementation of HMH with fidelity.

Connectedness

Connectedness Strengths

Staff Needs Assessment: 92% of staff responded by anonymous survey in Spring 2024. 100% of those responding indicated FES is a student-first environment, and positive school culture and staff morale has continued to increase from the previous year.

Fernley Elementary saw a significant drop in behavior referrals during the 2023/2024 school year. 315 referrals were submitted to the PBIS Rewards and Referrals app. This number is down 26% from the 2022/2023 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. 919 students and 604 staff were recognized during morning announcements and awarded spirit sticks in front of their peers and colleagues.

Problem Statements Identifying Connectedness Needs

Problem Statement 1: Achievement gaps are present as evidenced by 48% of students at FES not meeting or exceeding their individual growth goals as measured by the 2024 Spring MAP and HMH reading assessments. **Critical Root Cause:** FES has a schoolwide chronic absenteeism rate of 46% resulting in inadequate exposure and connections to quality Tier 1 ELA curriculum and instruction including progress monitoring, individualized programming, targeted interventions and formative assessments.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- Early childhood literacy and math goals
- College and career readiness goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report

Student Data: Assessments

- State and federally required assessment information
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Special education
- At-risk
- EL
- Section 504 data
- Homeless data
- Foster
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Student surveys and/or other feedback

- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Family/Community Data

- Parent/family engagement, opportunities, attendance, and participation
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity building resources data
- Study of best practices

Goals

Goal 1: Student succes: FES staff will implement Tier 1 curriculum and instruction with fidelity in order to close achievement gaps in all grade levels.
Aligns with District Priority

Annual Performance Objective 1: 70% of FES students will meet or exceed individual growth goals in reading as measured by Spring 2025 Reading MAP assessment data.

Evaluation Data Sources: Reading MAP assessment data-3 times per year
HMH Progress monitoring

Improvement Strategy 1 Details	Reviews			
Improvement Strategy 1: Implementation of HMH and Structured Literacy curriculum with fidelity at all grade levels. Formative Measures: Twice-monthly data teams and PLC meetings. Walkthrough Data HMH Progress monitoring screening and intervention data MAP reading assessment data-3 times per year Position Responsible: Classroom teachers School administration Site Teacher Leaders ELL and Intervention staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 - Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong	Status Check			EOY Reflection
	Nov	Jan	Mar	June

Improvement Strategy 2 Details	Reviews			
<p>Improvement Strategy 2: Students will use Edgenuity Reading MyPath personalized instruction 20-50 minutes per week to target skill acquisition at their independent level.</p> <p>Formative Measures: Weekly Edgenuity reading usage reports Twice-monthly data teams Progress monitoring MAP reading assessment data-3 times per year</p> <p>Position Responsible: Classroom teachers School Administration Teacher Leaders ELL and intervention staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 - Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong</p>	Status Check			EOY Reflection
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Goal 1: Student succes: FES staff will implement Tier 1 curriculum and instruction with fidelity in order to close achievement gaps in all grade levels.

Annual Performance Objective 2: 80% of FES students will meet or exceed their individual growth goals in Math as measured by Spring 2025 Math MAP assessment and I-Ready Diagnostic data.

Evaluation Data Sources: Math MAP assessment data-3 times per year
I-Ready Diagnostic Data- 3 times per year

Improvement Strategy 1 Details	Reviews			
Improvement Strategy 1: Students will engage in the online I-ready personalized instruction at least 29-50 minutes per week with at least 70% passing rates on all assignments. Formative Measures: Weekly I-ready personalized instruction usage reports Twice-monthly data teams/PLCs Walkthrough data Progress monitoring MAP Math assessment-3 times per year Position Responsible: Classroom teachers School Administration Teacher Leaders Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 - Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong	Status Check			EOY Reflection
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Goal 2: Adult learning: FES staff will participate in professional development focused on Tier 1 instructional strategies and interventions while implementing those strategies and interventions with fidelity.

Aligns with District Priority

Annual Performance Objective 1: By spring of 2025, 100% of FES staff will have collaboratively participated in twice-monthly professional development focused on effective implementation of curriculum, instruction, and interventions as grade levels and departments.

Evaluation Data Sources: Twice-monthly data team agendas and notes
Twice-monthly PD agendas and attendance

Improvement Strategy 1 Details	Reviews			
Improvement Strategy 1: All grade levels/departments will meet twice-monthly in Data Teams and/or Professional Development sessions to analyze the curricular data trends that drive the instruction and intervention processes. Formative Measures: Twice-monthly data team agendas and notes Twice-monthly PD agendas and attendance Position Responsible: Classroom teachers Departments (SPED, ELL, Interventionist, Paras, Specials teachers) School Administration Teacher Leaders Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 - Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong	Status Check			EOY Reflection
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Goal 3: Connectedness: FES students will demonstrate a commitment to ownership in their learning and will exemplify their ability to be lifelong learners, discovery learners, and connected learners by attending school consistently.

Aligns with District Priority

Annual Performance Objective 1: FES will improve the 46% Chronic Absenteeism rate to 35% by Spring 2025 as measured by Infinite Campus Insights data.

Evaluation Data Sources: Infinite Campus Insights data
State chronic absenteeism report
PBIS Rewards and Referral Data

Improvement Strategy 1 Details	Reviews			
Improvement Strategy 1: FES staff will promote consistent student attendance through monthly data monitoring, attendance enforcement in partnership with the school resource officer and Human Services, attendance letters to families, monthly attendance reminders and information via mass comms (Finalsite), home visits, check-in and check out with school counselor, schoolwide positive attendance recognition, and various methods of incentives. Formative Measures: Monthly monitoring through Infinite Campus Insights data Counselor notes/logs Letters home Positive recognition data Raffle/incentive data Position Responsible: School administration School counselor Classroom teachers School attendance officer Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 - Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong	Status Check			EOY Reflection
	Nov	Jan	Mar	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✖

Discontinue

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 and Elmos. All students have access to online learning and intervention platforms such as Fast Forward, Mystery Science, and Learning A-Z. All staff have access to PBIS 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

All classrooms are updated with most current interactive technology such as Promethean Boards and Elmos. All students have access to online learning and intervention platforms such as Fast Forward, Mystery Science, and Learning A-Z. All staff have access to PBIS 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

All classrooms are updated with most current interactive technology such as Promethean Boards and Elmos. All students have access to online learning and intervention platforms such as Fast Forward, Mystery Science, and Learning A-Z. All staff have access to PBIS 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.