

**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](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
<b>Foster/Homeless</b>	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.
<b>Free and Reduced Lunch</b>	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.
<b>Migrant/Title1-C Eligible</b>	N/A	N/A
<b>Racial/Ethnic Minorities</b>	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
<b>Students with IEPs</b>	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
<b>Migrant/Title1-C Eligible</b>	N/A	N/A
<b>Racial/Ethnic Minorities</b>	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.
<b>Students with IEPs</b>	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
<b>English Learners</b>	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
<b>Foster/Homeless</b>	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.
<b>Free and Reduced Lunch</b>	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.
<b>Migrant/Title1-C Eligible</b>	N/A	N/A
<b>Racial/Ethnic Minorities</b>	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
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	May
1	90-minute reading and math blocks dedicated to the Tier 1 curriculum.	Classroom teachers Admin	2025-2026 school year	No review	No review	
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			
<p><b>Resources Needed:</b> 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</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Evidence Level</b></p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>						

**SMART Goal 1 Problem Statements:**

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

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

**SMART Goal 2 Problem Statements:**

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

**SMART Goal 3 Problem Statements:**

Student Success
<p><b>Problem Statement 1:</b> 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><b>Critical Root Cause:</b> 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																
<b>Improvement Strategy 1:</b> Professional development and Parent Engagement events will align with SPP, student intervention, and progress monitoring goals.				Status Check		EOY Reflection														
				Nov	Jan	May														
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**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															
<b>Improvement Strategy 1:</b> 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													
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**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															
<b>Improvement Strategy 1:</b> 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													
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<b>Resources Needed:</b> PD Facilitators Title 1 funding current data Time: reporting, parent contacts, early-out Fridays, evening events Incentives  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>Evidence Level</b> <b>Problem Statements/Critical Root Cause:</b> 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																										
<p><b>Improvement Strategy 1:</b> 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.</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Current week's PBIS referrals drive the focus for improvement in the following week.</td> <td>Admin MTSS facilitator</td> <td>(Weekly) 2025-2026 school year</td> </tr> <tr> <td>2</td> <td>Community circles in classrooms discuss weekly PBIS/POL focus.</td> <td>Admin Classroom teachers</td> <td>(Daily/Weekly) 2025-2026 school year</td> </tr> <tr> <td>3</td> <td>Recognition of students for following school expectations and modeling positive behaviors.</td> <td>Admin MTSS Team/Facilitator Classroom Teachers FES Staff</td> <td>(Daily/Weekly) 2025-2026 school year</td> </tr> <tr> <td>4</td> <td>Provide group experiences for students who earned points by following school expectations.</td> <td>Admin MTSS Team/Facilitator Classroom Teachers FES Staff</td> <td>(Monthly) 2025-2026 school year</td> </tr> <tr> <td>5</td> <td>Provide parent engagement events and staff PD targeted toward PBIS and funded by Title 1 funds.</td> <td>Admin MTSS Team/Facilitator SPP Team FES Staff</td> <td>2025-2026 school year</td> </tr> </tbody> </table> <p><b>Resources Needed:</b> PBIS budget, staffing for PBIS store/experiences, Title 1 funding.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>                      2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b></p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 1</p>				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	Status Check	EOY Reflection	
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**SMART Goal 2 Problem Statements:**

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# 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

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### **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.