



B Clark County School District

William E. Ferron Elementary

School Performance Plan: A Roadmap to Success

[William E. Ferron Elementary](#) has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

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School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on 2/1/2024.



School Demographics and Performance Information

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 http://nevadareportcard.nv.gov/DI/nv/clark/william_e._ferron_elementary_school/2023/nspf.

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Margaret Putnam [Ferron ES]	Principal(s) (required)
Vera Jordan	Other School Leader(s)/Administrator(s) (required)
Julie Bellavia [Ferron ES] , Manda Savage	Teacher(s) (required)
Gloria Figueroa	Paraprofessional(s) (required)
Hazel Serrano, Jennifer Miller, Maricelis Perdomo	Parent(s) (required)



School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
SOT Meeting	10/10/2022	More advertising is necessary
SOT Meeting	1/30/2023	The school data was shared and discussion held regarding change of school goals. New SOT meeting set for 2/7/2023.
SOT Meeting	2/7/2023	Event Tracker Status Check 1 was completed as a team.
SOT Meeting	5/16/2023	Event Tracker Act 3 was completed as a team
SOT Meeting	6/8/2023	SPP Reviewed and updated.
SOT Meeting	10/16/23	SPP Reviewed and updated based on SOT input.
SOT Meeting	02/01/24	SPP Status Check 2 reviewed and updated based on SOT input.



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	MAP Growth data; SBAC data	CCSD student survey results	Teacher observations; lesson plan review; 6150 textbook instructional materials review
	Areas of Strength: Math proficiency score went up by 14%, but has not met the threshold.		
	Areas for Growth: Staff will continue with common curriculum, tracking data, and targeted interventions. Staff will continue to raise achievement scores.		
Problem Statement	Overall math proficiency is low, with a significant gap (15-31 points) between the Caucasian and all other student groups.		
Critical Root Causes	The root cause is inconsistent effective Tier 1 instruction that utilizes the eight standards for mathematical practices, as well as learning tasks that lack instructional rigor and alignment. Furthermore, the school has operated without a vertically aligned curriculum for several years. Therefore, many students in the upper grades have skill deficits that hinder their performance on grade level standards. An evidence-based Tier 2 and Tier 3 intervention needs to be adopted to address student skill deficits while the school also focuses on effective Tier 1 instructional practices.		



Part B

Student Success	
School Goal: Increase the percent of all students proficient in mathematics from 30.5% in 2023 to 38% in 2024 and increase the number of proficient students in all other student groups by 7.5% as measured by SBAC assessment.	Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth
Improvement Strategy: <ol style="list-style-type: none">1) Common Curriculum - Teachers/PLCs/dialogue2) Interpreting Answers/Problem Solving/RAMP3) Conceptual Building4) Academic Discourse5) Acceleration Time with Math Strategist and Instructional Aide6) Tier I Math Coaching from Math Strategist7) Parent Involvement of Strategies - How to Talk through problem solving with their kids	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): enVision Math 2020 - level 3; Kagan - level 2	
Intended Outcomes: <p>If teachers utilize a consistent curricular resource that aligns to the NVACS as well as providing effective Tier 1 instruction as well as providing targeted Tier 2 and 3 support, then students will gain the necessary skills and strategies to successfully master math standards. As a result, student proficiency will increase by 7.5% for all students on the Spring 2024 Math SBAC and there will also be an increase of 7.5% within each student group.</p>	
Action Steps: <ul style="list-style-type: none">● The entire school will be implementing Envisions 2020 math curriculum.● There will be ongoing professional development about this program with teachers by the math strategist and district training.● During PLC's there will be a focus on backwards planning from the assessment to guide instructional focus on specific standards.● Teachers will implement during weekly PLC's their plans to remediate students not currently mastering standards and enrich understanding for those that have shown mastery.	



- Through Kagan professional development, there will be increased engagement around academic discourse in math classrooms.
- The math strategist will be pulling students (approximately 50 students) in the 25th to 40th percentiles from grades 2nd-5th where there are the most students below the normed average to focus on bridging gaps in proficiency levels.
- The math strategist will be pushing into Tier-1 instruction for coaching, modeling and co-teaching.
- The math instructional aide will be pulling (approximately 20 students) below the 25th percentile for Tier II support.
- During parent nights and other parent events, there will be a focus on supporting parents with mathematical problem solving strategies being used in school.

Resources Needed:

- Envision math curriculum
- Math Strategist
- Kagan Professional Development

Challenges to Tackle:

- Training time with no subs; Administration will creatively use master schedule time to increase the PLC time once per month to 2 ½ hours

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

How many kids in these student groups are in the math and reading interventions? Approximately 70 students will be in Tier 2 math groups with the math intervention coach and instructional assistant

All Students: Reassessing Students on standards; remediation/reteaching,

English Learners: After School Tutoring; Lexia English; Exact Path

Foster/Homeless: Purchase math manipulatives for use at home

Free and Reduced Lunch: (this is all students)

Migrant: N/A

Racial/Ethnic Minorities: During PLCs, teachers will identify gaps and group students for additional intervention

Students with IEPs: During PLCs, teachers will discuss math IEP goals and group students for additional intervention





Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Professional Development Agendas School Climate Data	Outreach surveys; staff and community Student Culture Needs Assessment Culture Monitoring Tool	Outreach surveys; staff and community
	Areas of Strength: Grade level team meet at least weekly during common prep times for PLCs and professional development.		
	Areas for Growth: Teachers need tools to help support planning lessons to include student discourse in all content areas.		
Problem Statement	Classroom walkthrough data indicated a need for additional student to student discourse in all content areas.		
Critical Root Causes	There is a lack of targeted planning of regular opportunities for students to engage in meaningful discourse.		

Part B

Adult Learning Culture	
School Goal: By the end of the 2023-2024 school year, 75% of classroom observations will show evidence of student to student discourse as measured by classroom walkthrough data.	STIP Connection: Goal 2 - All students have access to effective educators
Improvement Strategy: Provide professional development on Engagement Strategies. Provide professional development on Look-For Tools (HMH, Envision, and 95 Phonics).	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Kagan - level 2; Build a committed staff and provide professional development (1)	
Intended Outcomes:	



- Teachers will utilize effective Kagan strategies to increase student to student discourse.

Action Steps:

- During PLCs, review expectations for student to student discourse and provide teachers with tools such as sentence stems
- ULD Professional Development focused on language development (ongoing review)
- Use inquiry-based learning through the science curriculum to encourage student discourse

Resources Needed:

- Student Culture Needs Assessment Culture Monitoring Tool
- Classroom walkthrough data
- Master schedule to support times for PLCs and professional development
- Sentence stems from EL Division

Challenges to Tackle:

- Time provided for planning and professional development; Administration will creatively use master schedule time to increase the PLC time once per month to 2 ½ hours; Teachers will use part of this monthly time to conduct classroom walkthroughs

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Provide teachers with sentence stems and tools for English language development

Foster/Homeless: Counselor and Safe School Professional will provide additional wraparound supports, along with check-in/check-out time

Free and Reduced Lunch: Title I funds provide intervention and after-school clubs

Racial/Ethnic Minorities: As part of the ULD, teachers will use culturally responsive conversation starters

Students with IEPs: Teacher awareness of language difficulties



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	School Climate Data Infinite Campus Behavior Data	Outreach surveys; staff and community Student Culture Needs Assessment Culture Monitoring Tool	Outreach surveys; staff and community
	Areas of Strength: Restorative Justice Circles and daily point sheets have been successful. Cohesive SEL curriculum has given students a common language for solving problems and seeking help.		
	Areas for Growth: Parent request for Restorative Justice Circle steps to be placed on the website for access to use at home as well. Suggestion made for cool down kits to be used in the classroom.		
Problem Statement	There is a concern that professional development training is not thorough (too fast) and more training on engagement/behavior strategies is needed.		
Critical Root Causes	The root cause is lack of in-depth training for curriculum and lack of training for SEL curriculum/strategies.		

Part B

Connectedness	
<p>School Goal: Decrease the number of major behaviors from 39 (<i>in Quarter 4 of 21/22 and Quarters 1-3 of 22/23</i>) to 30 (<i>in Quarter 4 of 22/23 and Quarters 1-3 of 23/24</i>) as measured by the Quarterly Progress Monitoring Report in FocusED</p>	<p>STIP Connection: Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>
<p>Improvement Strategy:</p> <ul style="list-style-type: none"> ● Second Step SEL Curriculum - K-5th <ul style="list-style-type: none"> ○ Learning how to respond to each other and regulate emotions ○ Conflict Resolution skills ○ Social Media/Online Lense for these conversations 	



- Giving teachers a set curriculum and parent support components
- Engagement Strategies - Kagan Professional Development
- Counselor and support staff will deliver extra SEL lessons to students during the 2 ½ hour monthly PLC

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Capturing Kids Hearts - level 2

Intended Outcomes:

- Teachers will utilize effective SEL practices as well as restorative practices, will increase student engagement and decrease maladaptive student behaviors by at least 20% as measured by school-wide discipline data.

Action Steps:

- Begin implementing the Second Step SEL curriculum in the middle of October on a daily basis (4-days a week).
- Provide training from the counselor on implementing the curriculum.
- CPI training was conducted in January, 2023, for all staff to assist with de-escalation strategies.
- Training on discourse and collaborative work through Kagan PD.

Resources Needed:

- Second Step SEL curriculum
- Time in the master schedule for training
- Cool down kits for all classrooms
- RethinkED

Challenges to Tackle:

- Training time with no subs; Administration will creatively use master schedule time to increase the PLC time once per month to 2 ½ hours, the counselor and specialists will meet with grade levels at this time to review SEL lessons

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Provide students with bilingual vocabulary lists around SEL

Foster/Homeless: Counselor and Safe School Professional will provide additional wraparound supports, along with check-in/check-out time

Free and Reduced Lunch: analyze behavior data to determine disproportionate behavior events/resolutions

Racial/Ethnic Minorities: MTSS team will analyze behavior data to determine disproportionate behavior events/resolutions and share with staff
Students with IEPs: teacher awareness of behavior plans,



COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds	\$4,368,116.35	Administrative, licensed, and support staff salaries, general supplies, professional development	1,2,3
At-Risk Weighted Funds	\$437,859.14	Math manipulatives, prep periods, Lexia, tutoring, clubs, professional development, technology	1,2,3
EL Weighted Funds	\$525,125.73	Math strategist/coach, Student Support Family Facilitator, translation, math manipulatives, Humanities technology teacher	1,2,3
Title I	\$273,030.00	2 class size reduction teachers, 2 Intervention Assistants, Title I Liaison hours, After school clubs, After school tutoring, 3 family learning nights	1,2,3