



Clark County School District
William E. Ferron Elementary
2021-2022 School Performance Plan:
A Roadmap to Success

William E. Ferron Elementary School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Mrs. Margaret Putnam for more information.

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School Designations: ■ Title I □ CSI □ TSI □ TSI/ATSI



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	585	0.34%	2.22%	71.45%	9.06%	12.31%	1.2%	3.42%	13.85%	18.8%	100%
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	39.6%	54	40.3	45.4%	55.5	51.4	7.2%	56.7%	56.7
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	37.2%	42	25.6	54.4%	54	54.1	14.5%	57.2%	56.7
	District	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	19.5%	44.8%
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

*Source: nevadareportcard.nv.gov

**Source: NDE Data File



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	419	414	423
District*	379	368	361

*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

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)
Bo Walker	Other School Leader(s)/Administrator(s) (required)
Julie Bellavia [Ferron ES] , Terry Steffen [Ferron ES]	Teacher(s) (required)
Gloria Figueroa	Paraprofessional(s) (required)
Hazel Serrano, Jennifer Miller, Erin Secara	Parent(s) (required)



School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partners.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Event 1	9/8/21 at 9:00 am	10	Roadmap explanation and meetings set
Event 2	9/15/21 at 9:00 am	9	<p><i>Parent Survey - Reading/Writing</i></p> <p>Positives - tutoring</p> <p>Areas for Growth - support for IEPs; students with severe struggle; library variety books</p> <p>Math/Science</p> <p>Positives - tutoring</p> <p>Areas for Growth - flexibility of skill levels for math homework; use of programs</p> <p>Admin/Teachers</p> <p>Positives - providing a welcome and safe environment; greeting in the morning</p> <p>Areas for Growth - more communication (streamlined)</p> <p>Parent/Community</p> <p>Positives - snack shack (rewards); spirit days; clubs, door is open for a conversation</p> <p>Areas for Growth - monthly event for families; newspaper, volunteer days, spirit - culture expanding; spring carnival; parent after school club</p>
Event 3 and 4	10/4/21 at 9:30 am	10	<p>Team reviewed data - A parent shared we need to continue doing what we are doing because it's working. Students feel safe and welcomed.</p> <p>Team reviewed data, worked on goals and brainstormed strategies to meet the goals.</p>



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	<i>SBAC summative Assessments 3 year trend data Achievement gap data</i>	<i>Outreach surveys Student Panorama Surveys</i>	<i>Math and Reading Curriculum Review Outreach Staff Survey</i>
Problem Statement	<i>There is a concern in math overall, with a significant gap (15-31 points) between the Caucasian and all other subgroups.</i>		
Critical Root Causes	<i>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 deficit.</i>		

Part B

Student Success	
School Goal: <i>Increase the percent of all students proficient in mathematics from 37.2% to 47.2% and increase the percent of all other subgroups of students by 10%.</i>	Aligned to Nevada's STIP Goal: <i>Goal 3: All students experience continued academic growth</i>
Improvement Strategy: <ol style="list-style-type: none"> 1) <i>Common Curriculum - Teachers/PLCs/dialogue</i> 2) <i>Interpreting Answers/Problem Solving</i> 3) <i>Conceptual Building</i> 	



- 4) *Academic Discourse*
- 5) *Intervention Time and Focus in Math*
- 6) *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:

- *Increase student proficiency by 10% for all students on the Math SBAC*
- *Increase by 10% within subgroups*

Action Steps:

- *The entire school will be implementing the new 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 80 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.*
- *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:

- *Envisions math curriculum*
- *Math Strategist*
- *Kagan Professional Development*

Challenges to Tackle:

- *Training time with no subs*

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

How many kids in these subgroups are in the math and reading interventions?

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



English Learners: After School Tutoring; Imagine Learning

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	<i>Professional Development Agendas School Climate Data</i>	<i>Outreach surveys; staff and community</i>	<i>Outreach surveys; staff and community</i>
Problem Statement	<i>There is a concern that professional development training is not thorough (too fast) and more training on engagement/behavior strategies is needed.</i>		
Critical Root Causes	<i>The root cause is lack of in depth training for curriculum and lack of training for SEL curriculum/strategies.</i>		



Part B

Adult Learning Culture	
School Goal: <i>Decrease the percent of behaviors by 10% as measured by Resolution totals in Infinite Campus.</i>	STIP Connection: <i>Goal 2 - All students have access to effective educators</i>
Improvement Strategy: <ul style="list-style-type: none"> ● <i>Second Step SEL Curriculum - K-5th</i> <ul style="list-style-type: none"> ○ <i>Learning how to respond to each other and regulate emotions</i> ○ <i>Conflict Resolution skills</i> ○ <i>Social Media/Online Lense for these conversations</i> ● <i>Giving teachers a set curriculum and parent support components</i> ● <i>Engagement Strategies - Kagan Professional Development</i> ● <i>Capturing Kids Hearts</i> 	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Capturing Kids Hearts - level 2</i>	
Intended Outcomes: <ul style="list-style-type: none"> ● <i>Increased student engagement will decrease maladaptive student behaviors.</i> 	
Action Steps: <ul style="list-style-type: none"> ● <i>Begin implementing the Second Step SEL curriculum in the middle of October on a daily basis (4-days a week).</i> ● <i>Provide training from the counselor on implementing the curriculum.</i> ● <i>Training on discourse and collaborative work through Kagan PD.</i> 	
Resources Needed: <ul style="list-style-type: none"> ● <i>Second Step SEL curriculum</i> ● <i>Time in the master schedule for training</i> 	
Challenges to Tackle: <ul style="list-style-type: none"> ● <i>Training time with no subs</i> 	
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,

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>School Climate Data Chronic Absenteeism Discipline Data</i>	<i>Teacher Attendance Teacher Retention</i>	<i>Outreach Surveys School Climate Data for Parents</i>
Problem Statement	<i>There is a concern that student chronic absenteeism is affecting the rate of proficiency.</i>		
Critical Root Causes	<i>The root cause is lack of family connectedness to the school community/resources.</i>		

Part B

Connectedness	
School Goal: <i>Decrease the rate of chronic absenteeism from 16.3% to 10%</i>	STIP Connection: <i>Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</i>
Improvement Strategy: <i>Provide communication and incentives to families and students about the importance of attendance.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Creating a positive school climate and culture - level 3</i>	



Intended Outcomes: *Parents are informed about importance of attendance and students attend school on a consistent basis*

Action Steps:

- *Incentives for Kids*
- *Flier Information to Parents (Monthly Newsletters)*
- *Home Visits*
- *Strategies for Parents (i.e. alarm clocks, routines, bed times, Safekey, Care Solace)*
- *Opportunities for Parents on Campus*
 - *Afterschool Clubs for Parents*
 - *Parent Nights*
 - *Breakfast with Books*

Resources Needed:

- *Parent attendance flyers*
- *Incentives for attendance*
- *Game room time for students*

Challenges to Tackle:

- *Providing a variety of modes of communication to reach all parents*

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

English Learners: Communication will be sent home in Spanish and English

Foster/Homeless: alarm clocks and clothing will be purchased for students

Free and Reduced Lunch: alarm clocks and clothing will be purchased for students

Racial/Ethnic Minorities: MTSS team will analyze data to determine disproportionate groups

Students with IEPs: Teachers will review goals and add objectives for absence issues/school avoidance issues



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)
<i>General Funds</i>	<i>\$3,591,667.00</i>	<i>Administrative, licensed, and support staff salaries, general supplies, professional development</i>	<i>1,2,3</i>
<i>At-Risk Weighted Funds</i>	<i>\$76,255.00</i>	<i>Math manipulatives, Imagine Math, Accelerated Reader, Lexia, tutoring, summer academy, professional development, technology</i>	<i>1,2,3</i>
<i>EL Weighted Funds</i>	<i>\$167,541.00</i>	<i>Math strategist/coach, prep periods, translation, math manipulatives</i>	<i>1,2,3</i>
<i>Title I</i>	<i>\$409,080.00</i>	<i>2 class size reduction teachers, 2 Intervention Assistants, Title I Liaison hours, After school clubs, After school tutoring, AIMSweb program for intervention support, 3 family learning nights</i>	<i>1,2,3</i>
<i>Title III - EL Funds</i>	<i>\$8,976.00</i>	<i>Purchase of licenses of Imagine Language and Learning Program for second language students</i>	<i>1</i>