



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 2/4/2025.



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/2024/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, Glenda Duspiva [Ferron ES] , Jeffrey Field [Ferron ES] | Teacher(s) (required) |
| Gloria Figueroa | Paraprofessional(s) (required) |
| Layne McColley, Adryanna Torres, Evy De Jesus | 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 | 6/3/24 | SPP Status Check 3 reviewed and updated based on SOT input. |
| SOT Meeting | 8/20/24 | SPP Act 3 and Act 1 reviewed and updated based on SOT input. |
| SOT Meeting | 9/19/24 | SPP Act 2 data reviewed and discussed |
| SOT Meeting | 10/22/24 | SPP Act 2 - Status Check 1 reviewed and discussed |
| SOT Meeting | 1/21/25 | SPP Act 2 - Status Check 2 reviewed and discussed |
| SOT Meeting | 2/4/25 | SPP Act 2 - Status Check 2 reviewed and discussed |
| SOT Meeting | | |



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; Aimsweb Plus | CCSD student Panorama survey results | Teacher observations; lesson plan review; 6150 textbook instructional materials review |
| | <p>Areas of Strength: From MAP - The math proficiency increased from 30.4% to 35.3% for the school year of 23-24. 3rd and 4th grade is averaging 45% of students being proficient on the SBAC in 23-24. The gap between Hispanics and Caucasians is only 16.4% across 3rd-5th grade on the SBAC.</p> | | |
| | <p>Areas for Growth: Staff will continue with common curriculum, tracking data, and targeted interventions. Staff will focus on deeper understanding of essential math concepts needed to achieve mastery by the end of 5th grade.</p> | | |
| Problem Statement | Overall math proficiency is low, with a significant gap occurring in 5th grade where only 21% were proficient. There is a significant gap (about 20 points) between the Caucasian and African-American groups with a small sample size. | | |
| 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. 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 refined 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 35.3% in 2024 to 42.8% in 2025 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 Building within PLC's4) Academic Discourse with multiple Kagan Strategies5) Acceleration Time with Math Strategist and Instructional Aide with Tier II intervention program (Bridges in Mathematics)6) Tier I Math Coaching from Math Strategist7) Math Family Engagement Workshops - supporting parents with math concepts and problem solving | |
| Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): enVision Math 2020 - level 3; Kagan - level 2 | |
| Intended Outcomes: <p>Teachers will utilize a consistent curricular resource that aligns to the NVACS to provide effective Tier 1 instruction. Additionally teachers will provide targeted Tier 2 and 3 supports, resulting in students gaining 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 2025 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.
- The math strategist, instructional aide and resource classrooms will be implementing the Bridges Math Intervention Program.
- During Family Engagement Workshops, 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
- Bridges Math Intervention curriculum

Challenges to Tackle:

- Training time with no subs; Administration will creatively use master schedule time to increase the PLC time three times a year 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 progress monitoring assessments; remediation/reteaching

English Learners: After School Tutoring; Lexia English; Exact Path, Reflex(2nd-5th), Happy Numbers (K-1st)

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 Observation Data | Outreach surveys; staff and community Student Culture Needs Assessment Culture Monitoring Tool | Outreach surveys; staff and community Kagan |
| | Areas of Strength: Student-to-student discourse was seen in 75% of classroom walkthroughs. | | |
| | Areas for Growth: Teachers need tools to help support planning lessons to include the use of a variety of structures for student discourse, in all content areas. | | |
| Problem Statement | Classroom walkthrough data indicated a need for the use of varied structures of 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 2024-2025 school year, 75% of classroom observations will show evidence of student-to-student discourse, using a variety of Kagan structures, 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: <ul style="list-style-type: none">● Teachers will utilize effective Kagan strategies to increase student-to-student discourse. |
| Action Steps: <ul style="list-style-type: none">● 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● Model embedded Kagan strategies in all LETRS trainings● There will be a focus of a top-10 list of Kagan structures to use throughout the year |
| Resources Needed: <ul style="list-style-type: none">● 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● Kagan Cooperative Learning text for all teachers● Top-10 list of Kagan structures |
| Challenges to Tackle: <ul style="list-style-type: none">● Time provided for planning and professional development; Administration will creatively use master schedule time to increase the PLC time three times a year for 2 ½ hours; Teachers being provided time to observe other classrooms |
| 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 FocusEd 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, delivered by the school counselor, 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. Use of SEL curriculum in classrooms. | | |
| 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 | |
|---|--|
| School Goal: Decrease the number of major behaviors by 20% from 86 in the 2023-2034 school year to 69 in the 2024-2025 school year as measured by the Quarterly Progress Monitoring from Infinite Campus. | STIP Connection: Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated. |
| Improvement Strategy: <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
- Kick-off assembly to review schoolwide expectations
- Weekly Monday Morning messages and Friday ceremony celebrations

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:

- Implementing the Second Step SEL curriculum during the first 5-10 minutes of the day after the kickoff week.
- Provide training from the counselor on implementing the curriculum.
- Modeling of Kagan structures on discourse and collaborative work embedded within LETRS PD.
- Kick-off assembly to review schoolwide expectations.
- Monday morning messages and celebrations during Friday morning ceremonies.

Resources Needed:

- Second Step SEL curriculum
- Time in the master schedule for implementing SEL
- Cool-down kits for all classrooms
- Kagan Cooperative Learning text for all teachers
- Top 10 list of Kagan structures

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 | \$4,507,865.21 | Administrative, licensed, and support staff salaries, general supplies, professional development, Math strategist/coach, Student Support Family Facilitator, Humanities technology teacher | 1,2,3 |
| At-Risk Weighted Funds | \$235,599.82 | Math manipulatives, prep periods, Lexia, tutoring, clubs, professional development, technology | 1,2,3 |
| EL Weighted Funds | \$482,840.42 | 3 class size reduction teachers, after school clubs and tutoring, 3 SPTAs, translation, math manipulatives | 1,2,3 |
| Title I | \$277,536.00 | 3 class size reduction teachers, Title I Liaison hours, After school clubs, After school tutoring, 3 family learning nights | 1,2,3 |