Clark County School District

Ferron, William E. ES

2025-2026 School Improvement Plan

Title I

Mission Statement

The mission at William E. Ferron Elementary School is to establish meaningful relationships with each

student and to discover his/her true potential so that every student is successful in future academic and

social endeavors.

Vision

Students
The students are accepting of each other and their differences and in turn serve as positive role models. Every student is expected to exhibit excellent conduct, character, and academic abilities.

Staff
The staff is committed to supporting and empowering each other in the areas of planning and instruction. We celebrate the diversity of our individual skills and abilities and honor what each brings to the table.

Curriculum/Instruction
William E. Ferron Elementary provides students with a focused curriculum based on balance and diversity. Instruction is cooperative and interactive with original and creative student selected projects that enable all students to be successful.

School Climate
William E. Ferron Elementary promotes a community that is safe, orderly, inviting, and supportive which is conducive to the learning and teaching process. We aim to accomplish this while maintaining a sense of fun.

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/clark/william_e._ferron_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

From MAP - Students at or above the 61st achievement percentile increased from 26 percent to 28 percent from Spring of 2023-2024 to Spring of 2024-2025 school year.
Additionally, students achieving at or below the 40th percentile decreased from 56 percent to 47 percent.
From WIDA - From Spring of 2024 to Spring of 2025 data improved for EL students in all grade levels. (1st Grade - increased by 1.3; 2nd Grade - increased by 0.6; 3rd grade - increased by 0.5; 4th grade - increased by 0.2)

Student Success Areas for Growth

Staff will continue to monitor student progress through common curriculum tracking data and implement targeted interventions as needed. Emphasis will be placed on delivering high-quality Tier 1 instruction, strengthening vertical alignment across grade levels, expanding opportunities for independent reading, and providing targeted, research-based small group instruction.
Staff will implement FLS and Summit K12 Tier II supports. Administration will monitor the implementation of these Tier II supports.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Parents do not speak or read English and exhibit difficulty with assisting in practicing skills along with communicating with teachers.	After School Tutoring; Exact Path; Newcomer Curriculum; FastBridge.
Foster/Homeless	Students have a lack of resources in their homes.	Provide Chromebook for use at residence.
Free and Reduced Lunch	Students may have a lack of resources in their homes.	Provide access to school supplies and/or technology as needed. Reassessing students on progress monitoring assessments; remediation/reteaching.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	There is an inequity in language resources in homes.	During PLCs, teachers will identify gaps and group students for additional intervention.
Students with IEPs	Students have struggles with learning and ability to complete grade level assignments.	During PLCs, teachers will discuss reading IEP goals and group students for additional intervention.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Overall reading proficiency is low with 40-50% of students achieving at or below the 40th percentile in grades K-5. There is a 14 percentage-point gap in achievement between 1st and 5th grades for students achieving at or above the 61st percentile. Additionally, there is an average achievement disparity of approximately 15 points between Caucasian students and their Hispanic and African-American peers.
Critical Root Cause: The root cause is inconsistency in effective Tier 1 instruction, particularly in embedding independent reading and introducing key concepts before reinforcing them through whole-group and independent text reading. To address student skill deficits, evidence-based Tier 2 and Tier 3 interventions must continue with consistent progress monitoring. At the same time, the school must prioritize strengthening Tier 1 instructional practices to ensure long-term improvement.

Problem Statement 2 (Prioritized): As evidenced by Spring 2025 and Fall 2025 MAP data, the problem is ELs are performing significantly below the general education population at Ferron.
Critical Root Cause:
The low performance of English Learners in language proficiency and content achievement stems from a need for stronger English language skills and content-specific vocabulary development, both of which fall within the school's sphere of influence.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percent of all students in grades K-5 proficient in reading from 32%(Spring 2025) to 37% (Spring 2026) and increase the number of proficient students in all other student groups by 5 percentage points as measured by 2025-2026 MAP spring achievement percentiles.

   Aligns with District Goal

   Formative Measures: MAP

Improvement Strategy 1 Details				Reviews		
				Status Check		**EOY Reflection**

Improvement Strategy 1: To strengthen Tier 1 instruction and improve reading proficiency through a vertically aligned, dialogic, and concept-spiraled curriculum supported by targeted coaching and independent reading practices.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Oct	Feb	June
1	The entire school will implement HMH Into Reading curriculum.	Administration, RBG3 Strategist, Teachers	August 2025 to May 2026			
2	There will be ongoing professional development about this program with teachers by the RBG2 reading strategist and district training.	RBG3 Strategist, Administration	August 2025 to May 2026			
3	During PLC's there will be a focus on identifying and collecting resources to ensure comprehensive instruction of foundational skills prior to spiraling.	Administrators, RBG3 Strategist, Teachers	August 2025 to May 2026			
4	Classroom teachers and specialists will be meeting with leveled groups for 95 Phonics intervention lessons.	Teachers, Specialists, Administration	September 2025 to May 2026			
5	Specialists will meet with students above the 60th percentile achievement level for enrichment activities.	Specialists and Administration	September 2025 to May 2026			
6	The RBG3 strategist will be pushing into Tier 1 instruction for coaching, modeling, and co-teaching.	RBG3 Strategist and Administration	August 2025 to May 2026			
7	Consistent progress monitoring will be completed to ensure students are working at the correct skill level in intervention/acceleration groups.	Teachers, RBG3 Strategist, Administration	August 2025 to May 2026			
8	During Family Engagement Workshops, there will be a focus on supporting parents with foundational reading skills being used in school.	Family Engagement Strategist, Administration	September 2025 to May 2026			

Position Responsible: Administration

Resources Needed: HMH Curriculum
RBG3 Strategist
95 Phonics Curriculum
Research Based Enrichment Activities for Reading

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 2: Moderate: Research Based Enrichment Activities
Level 3: Promising: HMH Into Reading and 95 Phonics

Problem Statements/Critical Root Cause: Student Success 1

	In progress	No review	

Inquiry Area 1: Student Success

SMART Goal 2: Reduce the achievement gap in English Language Arts projected proficiency (Levels 3 and 4) between English Learner (EL) and non-EL students from 30 percentage points in Fall 2025 to 20 percentage points by Spring 2026, as measured by MAP Growth assessments.

   Aligns with District Goal

   Formative Measures: MAP

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Implement Tier II supports for identified EL student groups (newcomers and short-term English learners (STEL).				**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Oct**	**Feb**	**June**
				In progress	No review	
1	Implement Focused Language Study (FLS) Tier II support for newcomers.	Family Engagement Strategist, RBG3 Strategist, Teachers, School Leadership Team	Ongoing during the 2025-2026 school year.			
2	Implement Summit K12 Tier II support for STELs	Family Engagement Strategist, RBG3 Strategist, Teachers, School Leadership Team	Ongoing during the 2025-2026 school year.			
3	Monitor implementation of English learner support in Tier II by participating in instructional rounds utilizing the Tier II monitoring tool for FLS.	Administration	Ongoing during the 2025-2026 school year.			
4	Based on the instructional rounds, identify professional learning community, and coaching needs for the school.	Administration, Leadership Team	Ongoing during the 2025-2026 school year.			

Position Responsible: Family Engagement Strategist, Leadership Team, Administration
Resources Needed: FLS Instructional materials, Summit K12, FLS Look For Tools

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level

Problem Statements/Critical Root Cause: Student Success 2

Adult Learning Culture

Adult Learning Culture Areas of Strength

Written discourse was seen during writing, reading, and math blocks. Written discourse was not seen during math blocks as frequently as desired. Some professional development regarding embedding writing in all content areas was provided by CCSD. 40% of teachers were implementing written discourse throughout content areas including science, social studies, and math.

Adult Learning Culture Areas for Growth

During the 24-25 school year, as measured by classroom observation and walkthrough data, 60% of teachers were not implementing the use of written discourse in all content areas (i.e. Science, Social Studies). Written discourse was not seen during math blocks as frequently as desired.
Teachers need support planning lessons to embed writing across all content areas. Teachers need additional support/PD in using Writable for online written responses.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teachers need support with language supports to assist students in gaining skills in writing instruction.	Provide students with graphic organizers, writing prompts, and vocabulary lists.
Foster/Homeless	Attending school on a regular basis is a challenge.	Counselor and Safe School Professional will provide additional wraparound supports, along with check-in/check-out time.
Free and Reduced Lunch	Students need extra support they may not receive at home.	Title I funds provide intervention and after-school clubs.
Migrant/Title1-C Eligible	n/a	n/a
Racial/Ethnic Minorities	Training for all staff on culturally responsive writing prompts.	As part of the ULD, teachers will use culturally responsive writing prompts.
Students with IEPs	Students struggle with grade level requirements.	Teacher awareness of IEP accommodations and modifications.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): As measured by classroom observation and walkthrough data, 60% of teachers were not implementing the use of written discourse in all content areas.
Critical Root Cause: There is a lack of targeted planning of consistent opportunities for students to use written discourse throughout all content areas.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-2026 school year, 75% of classroom observations will show evidence of written discourse throughout all content areas.

Aligns with District Goal

Formative Measures: Observation, Look-For tool, Lesson Plans, Content Area Assessments

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Provide professional development that supports teachers in effectively embedding writing tasks across all content areas, while deepening their instructional practices through the use of Look-For Tools aligned with core curricula (HMH, Envision, Amplify, and Social Studies).				**Status Check**		**EOY Reflection**
				Oct	**Feb**	**June**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	In progress	No review	
1	During PLC's, provide professional development on effective writing throughout content areas.	Administration, RBG3 Strategies, Math Strategist, Teachers	August 2025 to May 2026			
2	Review of Writable as a resource for written responses.	RBG3 Strategist, Math Strategist, Teachers, Administration	August 2025 to May 2026			
3	Review of Look-For tools (HMH, Envision, Amplify, Social Studies curriculum).	RBG3 Strategist, Math Strategist, Teachers, Administration	August 2025 to May 2026			
4	Cross Disciplinary Collaboration: RBG3 strategist will facilitate collaboration among teachers to share ideas, strategies, and resources for integrating writing.	Administration, RBG3 Strategies, Math Strategist, Teachers	August 2025 to May 2026			
5	Develop, create, and find resources like graphic organizers, writing prompts, and vocabulary lists that can be used across disciplines.	RBG3 Strategist, Math Strategist, Teachers, Administration	August 2025 to May 2026			

Position Responsible: Administrators

Resources Needed: Classroom Walkthrough data
Writable
Writing resources (graphic organizers, writing prompts, vocabulary lists)
Master schedule to support times for PLCs and professional development

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 1: Strong: Build a committed staff and provide professional development
Level 2: Moderate: Writing resources

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Connectedness

Connectedness Areas of Strength

 Major behaviors reduced from 86 in the 2023-2024 school year to 78 in 2024-2025 school year. Restorative Justice Circles and daily point sheets have been successful.

Use of cool-down kits in classrooms has been successful. Cohesive SEL curriculum, delivered by the school counselor, has given students a common language for solving problems and seeking help.

Connectedness Areas for Growth

Continuation of Restorative Justice Circle. Beginning of the year and mid-year behavior assembly implementation. Coordination between administration and counselor for small group conflict resolution.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lack of understanding social norms.	Provide students with bilingual vocabulary lists around SEL
Foster/Homeless	Housing insecurity	Counselor and Safe School Professional will provide additional wraparound supports, along with check-in/check-out time
Free and Reduced Lunch	Lack of resources in homes	analyze behavior data to determine disproportionate behavior events/resolutions
Migrant/Title1-C Eligible	n/a	n/a
Racial/Ethnic Minorities	Lack of cultural understanding and training with staff	MTSS team will analyze behavior data to determine disproportionate behavior events/resolutions and share with staff
Students with IEPs	Lack of behavior strategies and/or training on behavior strategies	teacher awareness of behavior plans

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): There is a concern that professional development training is not thorough (too fast). Based on survey and PLC meeting minutes, 40% of teachers report there is a concern that professional development training was not thorough (too fast) and more training on engagement/behavior strategies is needed.
Critical Root Cause: The root cause is lack of in-depth training for curriculum and lack of training for SEL curriculum/strategies, especially for 1st to 5th year teachers.

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the number of major behaviors, under the categories of bullying, racially motivated behavior, and fighting, by 10% from 78 in the 2024-2025 school year to 70 in the 2025-2026 school year as measured by the Quarterly Progress Monitoring from Infinite Campus.

    Aligns with District Goal

    Formative Measures: Infinite Campus Behavior Data, Focus Ed Data

	Improvement Strategy 1 Details			Reviews		
Improvement Strategy 1: The school will implement a comprehensive, tiered SEL and engagement framework that promotes emotional regulation, conflict resolution, and community building through structured curriculum, targeted interventions, and schoolwide reinforcement.				**Status Check**		**EOY Reflection**
				Oct	**Feb**	**June**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	In progress	No review	
1	Utilization of Second Step SEL Curriculum - K-5th a. Learning how to respond to each other and regulate emotions b. Conflict resolution skills	Teachers, Counselor, Administration	August 2025 to May 2026			
2	Counselor and support staff will deliver extra SEL lessons to students during the 2 1/2 hour extended PLC block.	Counselor, Administration	August 2025, November 2025, February 2026			
3	Conduct Kick-Off and Mid-Year assembly to review schoolwide expectations.	Administration	August 2025 and January 2026			
4	Weekly Monday Morning Messages and Friday Ceremony Celebrations.	Counselor, Administration	every Monday and Friday in SY 25-26			
5	Coordination between administration and counselor for small group conflict resolution.	Counselor, Administration	August 2025 to May 2026			
6	Teachers will communicate referrals to counselor upon need.	Teachers, Counselor, Administration	August 2025 to May 2026			

Position Responsible: Administration

Resources Needed: Second Step SEL curriculum
Time in the master schedule for implementing SEL
Cool-down kits for all classrooms
Kelso's Choices
Kagan Cooperative Learning text for all teachers
Top 10 list of Kagan structures

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 2: Moderate: Second Step and Kelso's Choices

Problem Statements/Critical Root Cause: Connectedness 1

Priority Problem Statements

Problem Statement 1: Overall reading proficiency is low with 40-50% of students achieving at or below the 40th percentile in grades K-5. There is a 14 percentage-point gap in achievement between 1st and 5th grades for students achieving at or above the 61st percentile. Additionally, there is an average achievement disparity of approximately 15 points between Caucasian students and their Hispanic and African-American peers.

Critical Root Cause 1: The root cause is inconsistency in effective Tier 1 instruction, particularly in embedding independent reading and introducing key concepts before reinforcing them through whole-group and independent text reading. To address student skill deficits, evidence-based Tier 2 and Tier 3 interventions must continue with consistent progress monitoring. At the same time, the school must prioritize strengthening Tier 1 instructional practices to ensure long-term improvement.

Problem Statement 1 Areas: Student Success

Problem Statement 2: As measured by classroom observation and walkthrough data, 60% of teachers were not implementing the use of written discourse in all content areas.

Critical Root Cause 2: There is a lack of targeted planning of consistent opportunities for students to use written discourse throughout all content areas.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: There is a concern that professional development training is not thorough (too fast). Based on survey and PLC meeting minutes, 40% of teachers report there is a concern that professional development training was not thorough (too fast) and more training on engagement/behavior strategies is needed.

Critical Root Cause 3: The root cause is lack of in-depth training for curriculum and lack of training for SEL curriculum/strategies, especially for 1st to 5th year teachers.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: As evidenced by Spring 2025 and Fall 2025 MAP data, the problem is ELs are performing significantly below the general education population at Ferron.

Critical Root Cause 4: The low performance of English Learners in language proficiency and content achievement stems from a need for stronger English language skills and content-specific vocabulary development, both of which fall within the school's sphere of influence.

Problem Statement 4 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Curriculum Based Measures
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Smarter Balanced (SBAC)
- Other
  - NWEA MAP
  - FastBridge
  - Exact Path
  - CCSD student Panorama survey results
  - Teacher observations; lesson plan review; 6150 textbook instructional materials review

Adult Learning Culture

- Professional Development Agendas
- Staff surveys and/or other feedback
- Student Climate Survey
- Walk-through data
- Other
  - 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

Connectedness

- Behavior
- Community surveys and/or other feedback
- Perception/survey data
- Other
  - 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

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

To assess school needs, the leadership team-including administrators, strategists, the counselor, and the School Organization Team (SOT)-meets monthly to analyze academic behavioral, and social emotional data.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The Continuous Improvement Team, comprising staff, parents, and community members, meets four times each year. The first meeting is to conduct a review of the previous year's plan and data in order to discuss the next year's plan. The other three meetings coincide with each Act of the plan. Additionally, stakeholder feedback is collected through a Google Survey and Panorama Survey results.

2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

2.3: Available to parents and community in an understandable format and language

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5: Increased learning time and well-rounded education

Title I funding is primarily allocated for class size reduction, extracurricular clubs, and tutoring. These initiatives extend learning time and offer students a more well-rounded educational experience.

2.6: Address needs of all students, particularly at-risk

Please refer to the Equity Resource Supports table within each Inquiry Area to see challenges and solutions developed to ensure the needs of all students are considered and addressed.

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

4.2: Offer flexible number of parent involvement meetings

Refer to the Community Outreach Activities table for parent involvement opportunities.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$4,259,554.00	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 Allocation	$187,966.00	3 class size reduction teachers	1,2,3
EL Weighted Allocation	$527,668.00	3 class size reduction teachers, after school clubs and tutoring, 2 SPTAs, translation	1,2,3
General Carry Forward	$-15,561.43	No funds available	1,2,3
At-Risk Weighted Carry Forward	$1,529.44	tutoring and clubs	1,2,3
EL Weighted Carry Forward	$24,236.83	tutoring and clubs	1,2,3
Title IA	$258,656.00	3 class size reduction teachers, Title I Liaison hours, 3 family learning nights	1,2,3

Continuous Improvement Team

Team Role	Name	Position
Member	Jeff Field	Teacher
Member	Glenda Duspiva	Teacher
Member	Marta Rivas	Office Manager
Member	Ana Jacobs	Parent
Member	Layne McColley	Parent
Member	Ednita Garcia	Parent
Member	Yesenia Alarcon	Parent
Member	Manda Savage	Teacher
Member	Julie Bellavia	Counselor
CI Team Lead	Vera Jordan	Assistant Principal
Required	Margaret Putnam	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	8/21/25	School Performance Plan Reviewed, School Budget discussed, Title I Parent Family Engagement Policy Reviewed and Approved
SOT Meeting	9/11/25	Title I Annual Parent Meeting, Approval of Strategic Budget, Elections for SOT are Closing and Voting Will Open