Clark County School District

Ferron, William E. ES

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

District Approval Date: October 23, 2026

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/ferron,_william_e_es/2026/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percent of all students in grades K-5 proficient (at or above the 60th percentile) in reading from 42% (MAP Spring 2026) to 47% (i-Ready Spring 2027) and increase the number of proficient students in all other student groups by 5 percentage points as measured by 2026-2027 i-Ready spring achievement percentiles. (Academic Excellence : Strong Readers, Writers, and Communicators)

Aligns with District Goal

Formative Measures: iReady

Improvement Strategy 1 Details	Reviews
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. **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	**Oct:** In progress **October Lessons Learned** Fall 2026 i-Ready data shows that 34% of students are projected proficient (above the 60th percentile) for K-5th grade. Additionally, from Fall 2025 to Fall 2026, the percentage of students scoring at or below the 40th percentile remained around the same percentage from 42.4% to 44% with a new benchmarking assessment. Meanwhile, the percentage of students scoring in the 41st-59th percentile increased slightly from 20% to 22%. Overall, this data suggests we are maintaining progress toward meeting our reading achievement goals while transitioning from MAP to i-Ready. **October Next Steps/Need** The next steps will be to continue implementing the outlined action plan. At this time, no additional supports or adjustments are needed. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 1: Student Success

SMART Goal 2: Reduce the achievement gap in 2nd-5th grade English Language Arts proficiency (at or above the 60th percentile) between English Learner (EL) and non-EL students from 23 percentage points in Spring 2026, as measured by MAP growth assessments to 18 percentage points by Spring 2027, as measured by iReady Growth assessments. (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: iReady

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement Tier II supports for identified EL student groups (newcomers and short-term English learners (STEL). **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** Level 1: Strong: **Problem Statements/Critical Root Cause:** Student Success 2	**Oct:** In progress **October Lessons Learned** For 2nd-5th grade only, Fall 2026 i-Ready ELA data indicates 18% (17 out of 94 students) of the EL students (2nd-5th grade students only) are projected proficient - above the 60th percentile, and 45% (94 out of 210 students) of Non-EL students are projected proficient. This data shows that we have a gap of 27 percentage points between non-EL and EL students. This means that we have work to do to close that gap down to 18 percentage points by the spring. **October Next Steps/Need** Our next steps will be to continue with the outlined action steps and monitor progress from Fall to Winter benchmarking. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2026-2027 school year, 80% of classroom observations will show evidence of extended and structured written discourse throughout all content areas. (Academic Excellence: Strong Readers, Writers and Communicators)

Aligns with District Goal

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

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). **Position Responsible:** Administrators, Strategists **Resources Needed:** Classroom Walkthrough data Look-For Tools 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	**Oct:** In progress **October Lessons Learned** Classroom observation and walkthrough data indicate that writing instruction and opportunities are present in approximately 80% of classrooms, demonstrating significant progress toward strengthening schoolwide writing practices. In addition, consistent writing rubrics are now being implemented across Student Learning Goals (SLGs) and grade-level writing assignments, creating greater alignment and consistency in expectations for students. Throughout the year, instructional tools and strategies to support writing across content areas will be shared and discussed during PLCs, helping to build teacher capacity and promote cross-curricular writing integration. Additionally, writing across the curriculum will be the focus of this year's professional learning. One lesson learned is that ongoing collaboration, professional learning, and administrative support are essential to sustaining and expanding consistent writing practices across all classrooms and subject areas. **October Next Steps/Need** Discussions surrounding writing instruction will continue to be prioritized during PLCs to strengthen consistency and effectiveness across classrooms. This work will include reviewing and aligning writing resources, utilizing Look-For tools to support clear instructional expectations, and ensuring all staff understand that writing across the curriculum will remain a key focus during classroom observations and walkthroughs. We will continue to shift additional focus toward strengthening

	writing instruction across all content areas. As a next step, the November 3rd staff development day will center on building teacher capacity in cross-curricular writing strategies and implementation practices to further support student achievement in literacy and written communication. The writing, grammar and comprehension questions will be purposefully planned for effective and coherent use during the ELA block. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

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 67 in the 2025-2026 school year to 60 in the 2026-2027 school year as measured by the Quarterly Progress Monitoring from Infinite Campus. (Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

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. **Position Responsible:** Administration **Resources Needed:** Second Step SEL curriculum Cool-down kits for all classrooms Kelso's Choices SOAR Tickets/Friday Morning Ceremonies Point Sheets **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	**Oct:** In progress **October Lessons Learned** The kick-off assembly proved effective, and Friday Morning Ceremony celebrations are well received. Additionally, Monday Morning Messages are being delivered. Strong coordination between the counselor and administration is leading to positive outcomes through conferences, restorative circles, and the launch of small groups. As of September 30th, there have been 7 major behavior incidents (bullying, cyberbullying, fighting, and other serious events). If this trend continues, we remain on track to meet our Connectedness goal. **October Next Steps/Need** Next steps are to continue implementation of the previously outlined actions steps. A mid-year assembly will occur following the winter break. At this time, no additional supports or adjustments are needed. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 3: Connectedness

SMART Goal 2: 80% of staff and students can recite 80% of the Falcon High 5/SOAR expectations and students can give an example of at least one expectation within a particular setting. (Safe and Supportive Schools: Students who are Known, Valued and Connected)

Aligns with District Goal

Formative Measures: TFI ; Walk-through

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement Schoolwide SOAR initiative **Position Responsible:** Administration, Counselor, Staff **Resources Needed:** Falcon High 5 SOAR Posters SOAR Tickets Monday Morning Messages Expectation Matrix Acknowledgement Matrix **Evidence Level** Level 2: Moderate: Expectation and Acknowledgement Matrices **Problem Statements/Critical Root Cause:** Connectedness 2	**Oct:** In progress **October Lessons Learned** During the Spring 2026 TFI Walkthrough, 70% of teachers interviewed were able to recite at least 80% of the S.O.A.R. expectations. In addition, 20% of students interviewed were able to recite at least 80% of the S.O.A.R. expectations, while 90% of students were able to provide an example of at least one S.O.A.R. expectation within a specific school setting. These results indicate that implementation efforts are positively impacting staff and student familiarity with schoolwide behavior expectations. One lesson learned is that while students may not yet be able to fully recite all expectations, the majority are able to recognize and apply the expectations in real-life school settings. Continued explicit teaching, reinforcement, and consistent use of common language across the campus will be essential in strengthening student understanding and full ownership of schoolwide expectations. **October Next Steps/Need** Next steps include conducting our Fall TFI Walkthrough before October 28th. We will also be continuing the implementation of S.O.A.R. as the schoolwide behavior framework to strengthen consistency in student expectations and adult responses across campus. A key focus moving forward will be to deepen and expand implementation so that S.O.A.R. is reinforced consistently throughout the entire school year, rather than in phases or isolated efforts. In addition, the school will ensure that expectations are visibly posted and reinforced in all common areas, supporting students

	with clear and consistent reminders of behavior expectations throughout the school environment. Ongoing emphasis will be placed on sustaining fidelity of implementation, increasing staff consistency, and embedding S.O.A.R. language into daily instruction, routines, and schoolwide communications. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**