

Clark County School District

Ferron, William E. ES

2025-2026 Status Checks with Notes



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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Inquiry Areas

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
<p>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.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: HMH Curriculum RBG3 Strategist 95 Phonics Curriculum Research Based Enrichment Activities for Reading</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 2: Moderate: Research Based Enrichment Activities Level 3: Promising: HMH Into Reading and 95 Phonics</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Fall 2025 MAP data shows that 34% of students are projected proficient. Additionally, from Fall 2024-2025 to Fall 2025-2026, the percentage of students scoring at or below the 40th percentile decreased significantly from 54.68% to 42.40%. Meanwhile, the percentage of students scoring in the 41st-69th percentile increased from 29.79% to 39.40%, and those scoring at or above the 70th percentile rose from 15.53% to 18.20%. Finally, 25% of students are projected to be proficient in reading. Overall, this data suggests we are making strong progress toward meeting our reading achievement goals.</p> <p>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.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

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
<p>Improvement Strategy 1: Implement Tier II supports for identified EL student groups (newcomers and short-term English learners (STEL).</p> <p>Position Responsible: Family Engagement Strategist, Leadership Team, Administration</p> <p>Resources Needed: FLS Instructional materials, Summit K12, FLS Look For Tools</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Student Success 2</p>	<p>Oct: In progress</p> <p>October Lessons Learned English Learner (EL) enrollment is over 10%. New goal development as a result of AB335.</p> <p>October Next Steps/Need The next steps will be to implement the outlined action plan. At this time, no additional supports or adjustments are needed.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

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
<p>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).</p> <p>Position Responsible: Administrators</p> <p>Resources Needed: Classroom Walkthrough data Writable Writing resources (graphic organizers, writing prompts, vocabulary lists) Master schedule to support times for PLCs and professional development</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 1: Strong: Build a committed staff and provide professional development Level 2: Moderate: Writing resources</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned A review of Writing Across the Curriculum (WAC) confirmed its value in supporting learning across all subject areas. Walkthrough data shows writing is present in about 25% of classrooms, indicating early progress but a need for broader implementation.</p> <p>Staff interest in practical strategies is growing. Tools to support writing in various subjects will be shared and discussed at an upcoming PLC. Continued collaboration and support will be key to expanding consistent writing practices schoolwide.</p> <p>October Next Steps/Need During upcoming PLCs, we will prioritize discussions around writing instruction. This includes reviewing and aligning on writing resources, utilizing Look-For tools to support consistent expectations, and ensuring all staff understand that writing across the curriculum will be a key focus during classroom observations.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

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
<p>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.</p> <p>Position Responsible: Administration</p> <p>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</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 2: Moderate: Second Step and Kelso's Choices</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned The kick-off assembly proved effective, and Friday Morning Ceremony celebrations are well received. 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.</p> <p>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.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>