

Clark County School District
Ferron, William E. ES
2025-2026 Status Checks with Notes



District Approval Date: February 18, 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/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: In progress</p> <p>February Lessons Learned Winter 2025-2026 MAP data shows that 43% of students scored at or above the 61st percentile, which is considered proficient. This is an increase of 8 percentage points from 2025-2026 Fall MAP data. Additionally, from Fall 2025-2026 to Winter 2025-2026, the percentage of students scoring at or below the 40th percentile decreased from 44% to 37%.</p>

Overall, this data suggests we are making strong progress toward meeting our reading achievement goal.

February 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.

June: Continue

June Lessons Learned

Spring 2025-2026 MAP data indicates that 41% of students scored at or above the 61st percentile, meeting the proficiency benchmark. This reflects a 6 percentage point increase from the Fall 2025-2026 MAP assessment. In addition, the percentage of students scoring at or below the 40th percentile decreased from 44% in the fall to 37% in the spring. Overall, these results demonstrate we met our achievement goal.

June Next Steps/Need

Our school met its goal of increasing the percentage of students scoring at or above the 61st percentile, rising from 35% in the fall to 41% in the spring and surpassing the target of 37%. One reflection from the data is that student growth was stronger from Fall to Winter than from Winter to Spring, indicating a need to maintain momentum and instructional intensity throughout the second semester. Additionally, all student subgroups demonstrated growth of at least 5 percentage points in the number of students scoring at or above the 61st percentile. While all subgroups showed improvement, male students demonstrated the least amount of growth, highlighting an area for continued focus and support.

As a next step, the school will continue this goal during the 2026-2027 school year with a continued emphasis on increasing the percentage of students performing at or above the 61st percentile. The school will maintain the successful action steps implemented during the current year.

Inquiry Area 1: Student Success

SMART Goal 2: Reduce the achievement gap for 2nd-5th grade students 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: In progress</p> <p>February Lessons Learned 2025-2026 Winter MAP ELA data indicates that 19.1% of the EL students (2nd-5th grade students only) are projected proficient, and 46% of all other (2nd-5th grade students only) are projected proficient.</p> <p>This data shows that we are not on track to close the gap from 30 percentage points to 20 percentage points between EL and non-EL students. We did have a gap closing by 3% from Fall to Winter.</p> <p>February Next Steps/Need The next steps will be to continue implementation of the outlined action plan. At this time, no additional supports or adjustments are needed.</p> <p>June: Continue</p> <p>June Lessons Learned Based on Spring 2026 MAP ELA data for 2nd-5th grade only, 21.7% of English Learner (EL) students were projected proficient, compared to 44.1% of non-EL students projected proficient. This data indicates that the school made progress toward its goal of reducing the proficiency gap between EL and non-EL students to 20%. While the target was nearly met, the data also highlights the continued need for targeted supports and instructional strategies to further close the achievement gap.</p> <p>June Next Steps/Need The next steps will be to continue implementation of the outlined action plan. Additional action steps will be created for Act 1 of 2026-2027.</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: In progress</p> <p>February Lessons Learned Classroom observation and walkthrough data indicates writing is present in approximately 80% of classrooms, indicating significant schoolwide progress. Consistent writing rubrics are now being utilized for SLGs and grade level writing assignments.</p> <p>Tools to support writing in various subjects have been shared and discussed at PLCs. Continued collaboration and support</p>

will be key to expanding consistent writing practices schoolwide.

February Next Steps/Need

Discussions around writing instruction will continue to be prioritized in PLCs. This includes reviewing and aligning 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.

June: Continue

June 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 were shared and discussed during PLCs, helping to build teacher capacity and promote cross-curricular writing integration. One key 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.

June 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.

With the completion of LETRS training, the school will now shift additional focus toward strengthening writing instruction across all content areas. As a next step, the first staff development day of the upcoming school year will center on building teacher capacity in cross-curricular writing strategies

and implementation practices to further support student achievement in literacy and written communication. With Version 3 of HMH Into Reading the writing, grammar and comprehension questions will be better integrated for use during the ELA block.

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: In progress</p> <p>February Lessons Learned As of February 1, 2026, Infinite Campus behavior data shows that there have been 25 incidents that include bullying, fighting, or other major behaviors. Zero racially motivated incidents have been reported. If we maintain this rate, our major behaviors (bullying, racially motivated incidents, fighting, and behaviors categorized as other) will be at 42 to end the year.</p> <p>This surpasses our goal of 70.</p> <p>February Next Steps/Need Next steps are to implement our new positive schoolwide behavior plan that combine positive incentives with knowledge</p>

and understanding of the current Falcon High 5. A staff meeting to review the new plan will be held on February 10, 2026, and a schoolwide assembly will take place on February 17, 2026. Additionally, the previously outlined action steps will continue to be implemented.

June: Continue

June Lessons Learned

As of May 20, 2026, there have been 67 reported incidents involving bullying, fighting, racially motivated incidents (RMI), or other major behaviors. Of these incidents, one was identified as racially motivated. This data indicates that the school met its overall goal related to reducing and monitoring significant student behavior incidents.

A closer review of the data shows that approximately 26 incidents were specifically related to bullying, fighting, or racially motivated behaviors, while the remaining 41 incidents fell under other categories of major behaviors. One lesson learned is the importance of continuing to differentiate behavioral data in order to better target interventions and supports. While progress has been made in reducing high-priority incidents such as bullying and fighting, continued focus on proactive behavior supports, social-emotional learning, and consistent schoolwide expectations will be essential in addressing other major behavior concerns.

June Next Steps/Need

The school will continue focusing on reducing incidents of bullying, fighting, racially motivated incidents (RMI), and other major behaviors as part of its ongoing school improvement efforts. Since the positive schoolwide behavior plan was implemented in February 2026, the next step will be to strengthen and sustain implementation with greater consistency across the campus.

Moving forward, the school will continue integrating expectations and positive behavior supports into schoolwide behavior assemblies and daily practices. In addition, staff will work to ensure greater consistency with Monday morning messages to reinforce school expectations, build a positive school culture, and proactively address student behavior. Continued implementation and reinforcement of these systems will be essential in maintaining progress and further reducing behavior incidents schoolwide.

Inquiry Area 3: Connectedness

SMART Goal 2: 80% of staff and students can recite 80% of the Falcon High 5 expectations and students can give an example of at least one expectation within a particular setting.

Aligns with District Goal

Formative Measures: TFI ; Walk-through

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Implement Schoolwide Behavior Proposal and Incentives</p>	<p>Oct: No review</p> <p>October Lessons Learned</p> <p>October Next Steps/Need</p> <p>Feb: In progress</p> <p>February Lessons Learned New goal development as of December 2025.</p> <p>February Next Steps/Need Next steps are to implement our new positive schoolwide behavior plan that combine positive incentives with knowledge and understanding of the current Falcon High 5. A staff meeting to review the new plan will be held on February 10, 2026, and a schoolwide assembly will take place on February 17, 2026. Additionally, the previously outlined action steps will be implemented.</p> <p>June: Continue</p> <p>June Lessons Learned During the TFI Walkthrough, 70% of teachers interviewed were able to recite at least 80% of the Falcon High 5 and/or S.O.A.R. expectations. In addition, 20% of students interviewed were able to recite at least 80% of the Falcon High 5 and/or S.O.A.R. expectations, while 90% of students were able to provide an example of at least one Falcon High 5 or S.O.A.R. expectation within a specific school setting.</p> <p>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</p>

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.

June Next Steps/Need

Next steps include 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.