Clark County School District

Staton, Ethel W. ES

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

District Approval Date: August 5, 2026

Mission Statement

Staton Elementary School, in partnership with the community, is dedicated to creating a challenging and enriched academic environment that promotes accountability and empowers learning for life.

Vision

The staff at Ethel W. Staton Elementary School envision a school environment that provides a safe, orderly place for children to learn and grow. It is a place where students' needs are first, a place where high expectations are for all: students, parents, and staff. It is a place where everyone is valued and treated with respect.

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/staton,_ethel_w_es/2026/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By Winter 2026, at least 60% of our students will be scoring at or above grade level as measured by the iReady Math Assessment. By Spring 2027, at least 65% of students will be scoring at or above grade level as measured by the iReady Math Assessment. (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Aligns with District Goal

Formative Measures: iReady Data, Classroom Assessments (formative and summative)

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Teachers will set learning goals and action steps for students and create action steps that are monitored for attaining those goals. **Position Responsible:** Administrators **Resources Needed:** Teacher training Time to plan and analyze data during common grade level planning periods Goal setting/tracking documents Common formative and summative assessments **Evidence Level** Level 3: Promising: EnVisions Math **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** Professional learning on goal setting, action steps, and utilizing iReady reports was completed. All student goals were set by teachers. **October Next Steps/Need** We are continuing to work on effective implementation of Tier 1 instructional programs and differentiation, utilizing PLC time to analyze data from Topic assessments and backwards plan for instruction. **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: Increase the number of lessons, in any subject, that include differentiation from 35% to 40% as measured by the Tier 1 Monitoring Tool from Fall to Winter 2026 and 55% by Spring 2027. We will also increase the percentage of ELA lessons that include active engagement of students from 35% to 60% by Winter 2026 and 65% by Spring 2027. (Career-Connected Learning and Durable Skills: Employees Prepared to Lead What's Next)

Aligns with District Goal

Formative Measures: Tier 1 Monitoring Tool Data, classroom observations, coaching cycles

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Teachers will analyze their data (common formative/summative, iReady, etc.) to determine appropriate differentiation for their students to ensure that students' individual learning needs are met. **Position Responsible:** Administrators **Resources Needed:** Differentiated PD on differentiation using materials from the approved Tier 1 curriculum. Time to analyze data. Time to plan for appropriate differentiation. Substitutes and schedules for instructional rounds. **Evidence Level** Level 2: Moderate: **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** We are continuing to do PL during PLC time on differentiation strategies, using AI to help us create differentiated centers for students. Instructional rounds have not been scheduled yet, but need to be soon. **October Next Steps/Need** Schedule instructional rounds. Continue to refine AI prompts to build better differentiated centers for students. **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: Reduce the average monthly behavior referrals from 17 to 15 from August to December 2026 and from 15 to 10 from January to May 2027. (Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Aligns with District Goal

Formative Measures: Behavior referrals in IC, behavior strategist's logs

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: The behavior strategist, counselor, and admin will work together to refine the school wide PBIS structures, including creating a system for Tier 3 behavior supports for students with repeated behavior referrals. **Position Responsible:** Administrator **Resources Needed:** Time to develop Tier 3 protocols Time to reteach Tier 2 protocols to the staff Time to give staff an overview of Tier 3 protocols **Evidence Level** Level 4: Demonstrate Rationale: **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** Staff has been re-trained on Tier 2 protocols during a staff meeting in September. **October Next Steps/Need** Staff will receive an overview of Tier 3 protocols by December. Counselor and behavior strategist will continue to work with teachers and students on behaviors. Behavior strategist will coach teacher on strategies to use in class and students will receive behavior interventions. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**