



Clark County School District

CC Ronnow

School Performance Plan: A Roadmap to Success

CC Ronnow has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Dr. Michelee Cruz-Crawford

School Website: ccronnow.com

Email: crawfmq@nv.ccsd.net

Phone: 702-799-7159

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on September 21, 2023



School Demographics and Performance Information

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 http://nevadareportcard.nv.gov/DI/nv/clark/c._c._ronnow_elementary_school/2022/nspf/.

Inclusion of this link replaces completion of the tables in the previous year’s SPP.

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school’s teaching and learning needs.

Name	Role
Dr. Michelee Cruz-Crawford	Principal(s) <i>(required)</i>
Erin Nguyen	Other School Leader(s)/Administrator(s) <i>(required)</i>
Melina Arriaza, Marci Lanahan, Aaron Carroll, Amy Powell, Klaus Friedrich, Erin Winder	Teacher(s) <i>(required)</i>
Shemithia Swinson	Paraprofessional(s) <i>(required)</i>
Deedra Renteria, Maria Vargas	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
<i>Shellee Brassard</i>	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>*Add rows as needed</i>	

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School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Open House	08/05/22	<ul style="list-style-type: none">● Continue to offer informational sessions about our school plan of operation at regularly attended events. Our stakeholders expressed a desire to gain knowledge pertaining to our continuous improvement efforts and achievement data; however, this task also requires us to build their knowledge base on the subject.
School Organizational Team Meeting	09/15/22	<ul style="list-style-type: none">● Looks for ways to involve more parents in SOT meetings by offering informational sessions that appeal to parents and keep them informed of our progress on our school performance plan.
School Organizational Team Meeting	05/18/23	<ul style="list-style-type: none">● With a new ELA curriculum and a renewed focus on our mathematics curriculum, we would like to focus our adult learning culture goal of the performance plan more in this direction.

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School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	MAP Growth, English Learners meeting AGP, Proficiency	Social, Emotional, and Academic Development (SEAD) Data	Walkthrough Data, Pacing Guides/Lesson Plans
	Areas of Strength: We continue to see growth in students no matter their current level. Student responses were favorable on all topics of the SEAD Data and above the district and state metrics.		
	Areas for Growth: We need to continue to close opportunity gaps and bring students up to grade-level achievement.		
Problem Statement	67% of existing students are not proficient in ELA based on 2022 SBAC results.		
Critical Root Causes	There is a need for an increase in explicit vocabulary exposure to academic vocabulary in an effort to increase proficiency in informational text.		

Part B

Student Success	
School Goal: The percent of students scoring above the 60th percentile in Reading will be 17% (fall), 25% (winter), 30% (spring) by 2024 as measured by MAP Growth Assessment.	Aligned to Nevada’s STIP Goal: 3

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Improvement Strategy: Students will increase their vocabulary proficiency through the use of QTEL strategies and equitable access to Tier I instructional materials that include grade-level standards, complex texts, and assessments.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3

Intended Outcomes: Teachers and students will use QTEL strategies focused on vocabulary using Tier I materials.

Action Steps:

- Teachers new to Ronnow ES will be trained in QTEL strategies.
- Grade level teams will meet weekly to plan for student discourse strategies in every ELA lesson, analyze the data the following week, and plan for remediation/enrichment for all students.
- QTEL specific discourse strategies should be implemented weekly in primary grades and daily in intermediate grades.
- QTEL strategies will be monitored via walkthrough data and Professional Learning Communities (PLC).

Resources Needed:

- QTEL Training
- Grade level presentations at weekly staff meetings
- Weekly PLC time
- QTEL Posters/Bookmarks/Packets
- Lesson Plans

Challenges to Tackle:

- Adjusting the strategies to work in all grade levels; coaches and teachers will model strategies during our weekly meetings that address primary and intermediate needs.
- Scaffolding for varying levels; during PLCs teachers can collaborate to access Tier I curriculum scaffolds.

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Title III funding will provide professional development to support teachers with utilizing QTEL strategies during Tier I instruction to increase student discourse.

Foster/Homeless: The school counselor, ReInvent Specialist, and CIS will implement wrap-around services to increase student attendance and/or conduct home visits to assist in removing barriers that are preventing attendance.

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Free and Reduced Lunch: Licensed and support staff will provide opportunities for after-hour tutoring through After-School All-Stars.

Migrant: N/A

Racial/Ethnic Minorities: Hope² funding will provide students with one-on-one instruction and support from the school social worker.

Students with IEPs: Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support using Tier I materials.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Professional Learning Communities Data	Professional Learning Communities Data	Professional Learning Communities Data
	Areas of Strength: All teachers participate in weekly meetings with their grade-level Professional Learning Communities that are data driven and focus on reteaching tools to increase student achievement.		
	Areas for Growth: As the year progresses, we would like to see an increase in students who are engaged with lessons that are focused on Tier I instruction.		
Problem Statement	In our most recent learning walk, student-to-student discourse occurred was at 49%		
Critical Root Causes	Teachers have faced challenges in the past with the lack of availability of a Tier I curriculum so they were forced to locate and utilize their own materials that lacked cohesiveness and cultural relevance.		

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Part B

Adult Learning Culture	
<p>School Goal: By the end of the 2023-2024 school year, 90% of PLC meetings will follow the common PLC meeting structure using Tier I materials as measured by observations of PLC meetings and the use of Focal Point with the leadership team.</p>	<p>STIP Connection: 2</p>
<p>Improvement Strategy: Implement Focal Point data collection with the leadership team to monitor usage of Tier I curriculum and PLC conversations focused on the learning cycle to increase the effective usage of our Tier I curriculum.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2</p>	
<p>Intended Outcomes: Increase usage of Tier I curriculum by 15%.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Impact team will identify data to track during learning walks ● All teachers will participate in learning walks ● Grade levels will discuss and analyze the data ● Professional learning on discourse strategies ● QTEL strategies reinforced 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Google form ● Impact team meetings and resources ● Learning walk master schedule w/ coverage ● PLC ● Staff development day agendas/ presenters/ materials ● QTEL training 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● Ensuring that all teachers have the professional learning necessary to utilize the Tier I curriculum; based on administrator observations, teachers will be partnered with coaches and peer teachers for improving implementation of Tier I. 	

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Equity Supports. What, specifically, will we do to support the following student groups around this goal?
<p>English Learners: Title III funding will provide professional development to support teachers with utilizing QTEL strategies during Tier I instruction to increase student discourse.</p> <p>Foster/Homeless: The school counselor, ReInvent Specialist, and CIS will implement wrap-around services to increase student attendance and/or conduct home visits to assist in removing barriers that are preventing students from accessing Tier I instruction.</p> <p>Free and Reduced Lunch: Licensed and support staff will provide opportunities for after-hour tutoring through After-School All-Stars.</p> <p>Migrant: N/A</p> <p>Racial/Ethnic Minorities: Hope² funding will provide students with one-on-one instruction and support from the school social worker.</p> <p>Students with IEPs: Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support using Tier I materials.</p>

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	School Climate Data, Panorama	School Climate Data	School Climate Data
	Areas of Strength: Students report that diversity is welcome and embraced.		
	Areas for Growth: On the panorama survey, students score lowest on questions within the emotional regulation category.		
Problem Statement	Students do not feel they regulate their emotions when they are frustrated.		
Critical Root	Inconsistent teaching on how to deal with challenging situations and regulate emotions.		

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Causes	
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Part B

Connectedness	
<p>School Goal: The percentage of students who feel supported through their relationships with friends, family, and adults at school during 2023-2024 will increase from 81% (fall) to 85% (winter) to 90% (spring) as measured by the Panorama Education Survey.</p>	<p>STIP Connection: 6</p>
<p>Improvement Strategy: Once a month, classrooms will implement a 15-minute SEL based classroom meeting. Daily announcements will include SEL conversation starters and activities for all students.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4</p>	
<p>Intended Outcomes: Increases in supportive relationships are reported through Panorama Survey.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>All teachers will use Harmony during monthly class meetings</i> ● <i>Daily announcements will include SEL conversation starters and activities for all students.</i> ● <i>Students can earn House Points if they demonstrate character traits.</i> ● <i>Weekly and monthly incentives are held to celebrate students who demonstrate character traits.</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Ronnow Dollars ● ReThink Ed Curriculum ● Student Incentives ● House Point Display 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● Time and materials; dedicate school wide time at staff meetings for ReThink Ed SEL curriculum and calendar class meetings. ● Consistency with holding and running classroom meetings and SEL activities; classroom meetings will be visited by the administrative team at their designated times and Playworks will be reinforced during recess with additional staff. 	

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Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Monthly classroom meetings using ReThink Ed will be tailored to address and support the current social and emotional needs of the students in each classroom.

Foster/Homeless: Monthly classroom meetings using ReThink Ed will be tailored to address and support the current social and emotional needs of the students in each classroom.

Free and Reduced Lunch: Monthly classroom meetings using ReThink Ed will be tailored to address and support the current social and emotional needs of the students in each classroom.

Migrant: N/A

Racial/Ethnic Minorities: Monthly classroom meetings using ReThink Ed will be tailored to address and support the current social and emotional needs of the students in each classroom.

Students with IEPs: Monthly classroom meetings using ReThink Ed will be tailored to address and support the current social and emotional needs of the students in each classroom.

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COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds	\$3,909,195.20	Staff and supplies	Area 1,2, 3
Title I	\$459,310.00	Staff, RCA house point system	Area 1,2,3
Title III	\$16,434.00	QTEL training	Area 1 & 2
ReInvent City of Las Vegas / UNLV Grant	\$150,000.00	Staff to support SEL initiatives	Area 3
ESSER	\$92,026.00	CSR teacher, supplies	Area 1,2, 3

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