



Clark County School District
CC Ronnow
2021-2022 School Performance Plan:
A Roadmap to Success

CC Ronnow has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Michelee Crawford for more information.

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School Designations: X Title I CSI TSI TSI/ATSI



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	739	0%	0.3%	85.5%	7.8%	4.6%	0.7%	1.1%	12.7%	44.0%	100%
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data										
Academic Year	School/ District	Math			ELA		Science		ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	31.02%	55	36.71%	36.67%	59	48.95%	15.7%	11.3%	46%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	32%	48.5	26.1%	35.9%	52	47.2%	20%	11.1%	34.5%
	District	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12.5%	45.9%
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

*Source: nevadareportcard.nv.gov

**Source: NDE Data File



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	380	380	381
District*	379	368	361

*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

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
Michelee Crawford	Principal(s) <i>(required)</i>
Michelle Wheatfill	Other School Leader(s)/Administrator(s) <i>(required)</i>
Melina Arriaza, Ranae Kanet, Marci Lanahan, Jeanne Sayers, Anne Garcia, Brett Ronhaar, Erin Winder, Wendolyn McGregor	Teacher(s) <i>(required)</i>
Shemithia Swinson	Paraprofessional(s) <i>(required)</i>
Cristal Coronado	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>*Add rows as needed</i>	



School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partners.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
SOT meeting - Event 2	September 16	10	<p>Continue to focus on attendance, even if we have to modify how we approach attendance based on the new CCSD mandate. Continue to focus on engaging parents in their child's learning.</p> <p>We continue to expect high achievement from our students and encourage self reflection, growth mindset, and self control (with guidance and tools).Continuing the work being done in PLCs and focusing on reteaching and helping students reach mastery. Increase students' exposure to academic vocabulary. Increase frequency of student discourse. Increase lessons on emotional awareness and a more thorough lesson(s) on how to regulate emotions. Use Harmony and incorporate class meetings.</p>
<i>*Add rows as needed</i>			



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	SBAC 2019, MAP 2019	4th and 5th grade district survey, Panorama	Classroom Observations DOK Level analysis
Problem Statement	84% of existing students are not proficient in reading based on 2019 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: Increase the percent of students scoring above the 60th percentile in ELA from 16% (fall) to 20% (winter) to 24% (spring) by 2022 as measured by MAP Growth Assessment.	Aligned to Nevada's STIP Goal: 2, 3
Improvement Strategy: Students will use QTEL strategies to increase their vocabulary proficiency. All current staff will be trained in QTEL strategies to implement a schoolwide vocabulary strategy.	
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.	

**Action Steps:**

- *Teachers new to Ronnow ES will be trained in QTEL strategies.*
- *Student discourse strategies should be present in every ELA lesson.*
- *QTEL specific discourse strategies should be implemented weekly in primary grades and daily in intermediate grades.*
- *QTEL strategies will be monitored through learning walks and Professional Learning Communities (PLC).*

Resources Needed:

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

Challenges to Tackle:

- *Adjusting the strategies to work in all grade levels*
- *Scaffolding for varying levels*

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

English Learners: Teachers will analyze data to determine what discourse strategies are appropriate based on content and student levels to ensure necessary scaffolds and support are in place for all learners to be successful. Employ additional licensed professionals for class-size reduction.

Foster/Homeless: Teachers will analyze data to determine what discourse strategies are appropriate based on content and student levels to ensure necessary scaffolds and support are in place for all learners to be successful.

Free and Reduced Lunch: Teachers will analyze data to determine what discourse strategies are appropriate based on content and student levels to ensure necessary scaffolds and support are in place for all learners to be successful.

Migrant: n/a

Racial/Ethnic Minorities: Teachers will analyze data to determine what discourse strategies are appropriate based on content and student levels to ensure necessary scaffolds and support are in place for all learners to be successful.

Students with IEPs: Teachers will analyze data to determine what discourse strategies are appropriate based on content and student levels to ensure necessary scaffolds and support are in place for all learners to be successful.



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>Classroom Observations</i>	<i>Observations Districtwide Survey Impact Teams Survey</i>	<i>Classroom Observations</i>
Problem Statement	70% of staff state there is a lack of student discourse occurring in classrooms.		
Critical Root Causes	Due to the pandemic, online learning, and COVID protocols teachers have faced challenges incorporating discourse strategies into daily teaching practices.		

Part B

Adult Learning Culture	
School Goal: Teachers will increase the frequency of student-to-student and student-to-teacher discourse.	STIP Connection: 2
Improvement Strategy: <i>Implement grade level learning walks and PLC conversations focused on discourse strategies to increase discourse structures and frequency.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2	
Intended Outcomes: <i>Increase student discourse by 30%.</i>	
Action Steps: <ul style="list-style-type: none"> ● <i>Impact team will identify data to track during learning walks</i> ● <i>All teachers will participate in learning walks</i> ● <i>Grade levels will discuss and analyze the data</i> 	



- *Professional learning on discourse strategies*
- *QTEL strategies reinforced*
- *Admin and coaches will follow up on data tracking in the spring*

Resources Needed:

- *Google form*
- *Impact team meetings and resources*
- *Learning walk master schedule w/ coverage*
- *PLC*
- *Staff development day agendas/ presenters/ materials*
- *QTEL training*

Challenges to Tackle:

- *Adjusting strategies to work in all grade levels*
- *Determining the time, space and structure needed to implement student discourse*

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

English Learners: Teachers will analyze data to determine what discourse strategies are appropriate based on content and student levels to ensure necessary scaffolds and support are in place for all learners to be successful. Employ additional licensed professionals for class-size reduction.

Foster/Homeless: Teachers will analyze data to determine what discourse strategies are appropriate based on content and student levels to ensure necessary scaffolds and support are in place for all learners to be successful.

Free and Reduced Lunch: Teachers will analyze data to determine what discourse strategies are appropriate based on content and student levels to ensure necessary scaffolds and support are in place for all learners to be successful.

Migrant: Teachers will analyze data to determine what discourse strategies are appropriate based on content and student levels to ensure necessary scaffolds and support are in place for all learners to be successful.

Racial/Ethnic Minorities: Teachers will analyze data to determine what discourse strategies are appropriate based on content and student levels to ensure necessary scaffolds and support are in place for all learners to be successful.

Students with IEPs: Teachers will analyze data to determine what discourse strategies are appropriate based on content and student levels to ensure necessary scaffolds and support are in place for all learners to be successful.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Panorama Survey</i>	<i>Districtwide Survey</i>	<i>Districtwide Survey</i>
Problem Statement	Students do not feel they regulate their emotions when they are frustrated.		
Critical Root Causes	Inconsistent teaching on how to deal with challenging situations and regulate emotions.		

Part B

Connectedness	
School Goal: Increase the percent of students who feel they can successfully regulate their emotions from 38% (fall) to 41% (winter) to 45% (spring) by 2022 as measured by the Panorama Education Survey.	STIP Connection: 6
Improvement Strategy: <i>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.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4	
Intended Outcomes: <i>Increase in emotional regulation are reported through Panorama Survey.</i>	
Action Steps: <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> 	

**Resources Needed:**

- *Ronnow Dollars*
- *Harmony Curriculum*
- *Student Incentives*
- *House Point Display*

Challenges to Tackle:

- *Time and materials*
- *Consistency with holding and running classroom meetings*
- *Collaborative Training for grade level teams*

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

English Learners: Monthly classroom meetings will be tailored to address and support the current social and emotional needs of the students in each classroom. Employ additional licensed professionals for class-size reduction.

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



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	\$4,047,230.00	Staff and supplies	Area 1,2, 3
Title I	\$264,355.00	Staff, RCA house point system	Area 1,2,3
Title III	\$19,536.00	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	CSR teacher, supplies	Area 1,2, 3