Clark County School District

Ronnow, C. C. ES

2025-2026 School Improvement Plan

Classification: 2 Star School

Title I, ATSI

Mission Statement

Our school community will provide a world-class education by implementing a common core curriculum based on state and district standards where student proficiency is monitored and instruction is adjusted to promote high achievement for each student.

Vision

Strive - Learn - Achieve - Succeed - Together, Everyone Achieves More

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/c._c._ronnow_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success 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. 5% increase in SBAC proficiency using HMH and CORE 95 for Tier I-III.

Student Success Areas for Growth

We need to continue to close opportunity gaps and bring students up to grade-level achievement. Over the past three years, Ronnow Elementary has shown steady growth in consistent attendance, improved behavior, and effective instructional practices such as evidence-based ELA HMH curriculum and targeted interventions. These strengths reflect the impact of high-quality programs, professional development, and equitable access to rigorous materials.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Due to language barriers and/or lack of discourse opportunities, ELLs struggle with foundational literacy skills and/or have limited opportunities to practice and improve language skills.	Administrators and Instructional Coaches will engage in instructional walks utilizing the CCSD English Language Art Look-For Tool for HMH Into Reading focusing on vocabulary usage. Teachers will engage in professional learning regarding HMH Tier I instruction and how to implement scaffolds effectively that support ELLs' vocabulary usage. Teachers will utilize QTEL strategies during Tier I instruction to increase student discourse. Teachers will collaborate during PLCs to access Tier I curriculum scaffolds to support ELLs' language development. Grade-level teams will meet weekly to plan student discourse strategies in every ELA lesson, analyze the data to gauge the impact of ELLs' language development the following week, and plan for remediation/enrichment for all students. Four scheduled HMH Tier I curriculum professional learning sessions will be delivered to staff throughout the school year, focusing on making content accessible to ELLs and delivering research-based strategies that facilitate increased opportunities for academic student discourse to occur within HMH lessons.
Foster/Homeless	Absenteeism, often linked to circumstances such as foster care placement or homelessness, results in students missing critical instructional time.	The Wraparound Team (Communities in School, school counselor, AmeriCorps members) will provide services to increase student attendance and/or conduct home visits to assist in removing barriers that are preventing attendance.
Free and Reduced Lunch	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic.	All students receive free and reduced lunch, *Serving Our Kids* provides weekend food bags for students, the Child Nutrition Program provides family food bags twice a month, all students participate in the USDA Fresh Fruit & Vegetable Program.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	The data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	All students receive high quality instruction using district district-adopted curriculum.
Students with IEPs	Due to the need for individualized support, students may have gaps in foundational knowledge.	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.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 81% of existing students are not proficient in ELA based on spring MAP results.
Critical Root Cause: There is a need for an increase in explicit vocabulary exposure to academic vocabulary in an effort to increase proficiency in informational text.

Problem Statement 2 (Prioritized): As evidenced by WIDA data, the problem is that ELs are performing below other identified student groups in the school.
Critical Root Cause: The low performance of ELs in language proficiency and content achievement is due to the fact that students are missing specific knowledge/skills.

Adult Learning Culture

Adult Learning Culture 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.

Adult Learning Culture 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.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Due to language barriers and/or lack of discourse opportunities, ELLs struggle with foundational literacy skills and/or have limited opportunities to practice and improve language skills due to teacher provided opportunities.	Teachers will collaborate during PLCs to access Tier I curriculum scaffolds to support ELLs' language development. 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. Teachers will deliver PL to staff, focusing on previously learned QTEL strategies and looking for opportunities within the HMH Tier I curriculum to implement them. For teachers who have not attended QTEL training, they will have an opportunity to do so during the summer break 2024.
Foster/Homeless	Due to frequent absences and other factors, some students are performing below grade level as a result of missed instruction. Adults at school provided opportunities for students to increase instructional opportunities.	The Wraparound Team (Communities in School, school counselor, AmeriCorps members) will provide services to increase student attendance and/or conduct home visits to assist in removing barriers that are preventing attendance.

Student Group	Challenge	Solution
Free and Reduced Lunch	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning and adults can learn about how to support those.	All students receive free and reduced lunch, *Serving Our Kids* provides weekend food bags for students, the Child Nutrition Program provides family food bags twice a month, all students participate in the USDA Fresh Fruit & Vegetable Program.
Racial/Ethnic Minorities	Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	All students receive high quality instruction using district district-adopted curriculum.
Students with IEPs	Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	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.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): In our most recent learning walk, student-to-student discourse occurred at 49%
Critical Root Cause: 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.

Connectedness

Connectedness Areas of Strength

Students report that diversity is welcome and embraced through Panorama. Ronnow Elementary has demonstrated strong connectedness through high attendance rates, reduced behavior incidents, and positive student survey responses indicating a sense of belonging and safety. Programs including Harmony SEL lessons, counselor meetings, and peer mentorship have supported relationship-building and school climate. These strengths are reinforced by staff training in trauma-informed practices and consistent use of resources that prioritize student well-being and engagement.

Connectedness Areas for Growth

On the panorama survey, students score lowest on questions within the emotional regulation category.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English learners face academic challenges as they continue to develop proficiency in the English language due to feeling safe at school.	Monthly classroom meetings using Harmony will be tailored to address and support the current social and emotional needs of the students in each classroom. Communities in Schools Home Visit Team conducts daily home wellness checks. Community in Schools presented a PL focusing on strategies teachers can use to positively impact ELLs' attendance and providing information regarding the three tiers of attendance intervention.
Foster/Homeless	Students require social-emotional support, which, while essential, can reduce available time for academic instruction.	Monthly classroom meetings using Harmony will be tailored to address and support the current social and emotional needs of the students in each classroom.

Student Group	Challenge	Solution
Free and Reduced Lunch	Students receiving free or reduced-price meals may feel stigmatized, leading to embarrassment or reluctance to participate, which can negatively impact their social and emotional well-being, as well as academic achievement.	Monthly classroom meetings using Harmony will be tailored to address and support the current social and emotional needs of the students in each classroom.
Racial/Ethnic Minorities	Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized.	Monthly classroom meetings using Harmony will be tailored to address and support the current social and emotional needs of the students in each classroom.
Students with IEPs	Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	Monthly classroom meetings using Harmony will be tailored to address and support the current social and emotional needs of the students in each classroom.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students do not feel they regulate their emotions when they are frustrated.
Critical Root Cause: Inconsistent teaching on how to deal with challenging situations and regulate emotions.

Problem Statement 2 (Prioritized): Increase in chronic absenteeism from 23-24 to 24-25.
Critical Root Cause: Barriers like illness, family or home challenges, trauma, lack of transportation, housing issues and inequitable access to services.

Priority Problem Statements

Problem Statement 1: 81% of existing students are not proficient in ELA based on spring MAP results.

Critical Root Cause 1: There is a need for an increase in explicit vocabulary exposure to academic vocabulary in an effort to increase proficiency in informational text.

Problem Statement 1 Areas: Student Success

Problem Statement 2: In our most recent learning walk, student-to-student discourse occurred at 49%

Critical Root Cause 2: 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.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Students do not feel they regulate their emotions when they are frustrated.

Critical Root Cause 3: Inconsistent teaching on how to deal with challenging situations and regulate emotions.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: Increase in chronic absenteeism from 23-24 to 24-25.

Critical Root Cause 4: Barriers like illness, family or home challenges, trauma, lack of transportation, housing issues and inequitable access to services.

Problem Statement 4 Areas: Connectedness

Problem Statement 5: As evidenced by WIDA data, the problem is that ELs are performing below other identified student groups in the school.

Critical Root Cause 5: The low performance of ELs in language proficiency and content achievement is due to the fact that students are missing specific knowledge/skills.

Problem Statement 5 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener
- Other

Adult Learning Culture

- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Walk-through data

Connectedness

- Attendance
- Enrollment
- PBIS/MTSS data
- Perception/survey data
- School safety data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: The percent of students scoring above the 60th percentile in Reading will be 22% (fall), 30% (spring) by 2026 as measured by MAP Growth Assessment. Baseline: 18% spring 2025.

Aligns with District Goal

Formative Measures: Focus Ed

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 1: Students will increase their vocabulary proficiency through the use of LETRS strategies and equitable access to Tier I instructional materials that include grade-level standards, complex texts, and assessments.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	All Teachers at Ronnow ES will be trained in LETRS.	Read by Grade 3 Strategist, Classroom teachers, Administration	August-May
2	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.	Read by Grade 3 Strategist, Classroom teachers, Administration	August-May
3	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).	Read by Grade 3 Strategist, Classroom teachers, Administration	August-May

Position Responsible: Administration

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

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 3: Promising: HMH Into Reading

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: 81% of existing students are not proficient in ELA based on spring MAP results. **Critical Root Cause**: There is a need for an increase in explicit vocabulary exposure to academic vocabulary in an effort to increase proficiency in informational text.

Inquiry Area 1: Student Success

SMART Goal 2: Decrease student proficiency gap in English Language Arts between the English Learners and English Proficient students from 36.8 percentage points in 2025 to 25 percentage points by 2026, as measured by state summative assessments.

Decrease student proficiency gap in Mathematics between the English Learners and English Proficient students from 18 percentage points in 2025 to 10 percentage points by 2026, as measured by state summative assessments.

Increase the overall percentage of students exiting English Language Learner status from 6.1% in 2025 to 10% by 2026, as measured by WIDA.

Aligns with District Goal

Formative Measures: MAP projected proficiency data

Improvement Strategy 1 Details

Improvement Strategy 1: Implement dual language immersion to support access to Tier I instruction for English Learners in grades Kindergarten through Grade three.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Supporting teachers with Tier I instruction in both Spanish and English.	ELL Coordinator	August - May
2	Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.	Administration	August - May
3	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	Administration, ELL Coordinator	August - May

Position Responsible: Administration

Resources Needed: Tier I materials in Spanish, ELL Division DL support

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level
Level 3: Promising: DLI

Problem Statements/Critical Root Cause: Student Success 2

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 2: As evidenced by WIDA data, the problem is that ELs are performing below other identified student groups in the school. **Critical Root Cause**: The low performance of ELs in language proficiency and content achievement is due to the fact that students are missing specific knowledge/skills.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Administration will engage in classroom observations and PLC collaboration utilizing the CCSD Tier I Monitoring Tool as a measurement tool to provide consistent and authentic opportunities for students to interact with the learning intentions and success criteria to meet the needs of all students throughout the course of instruction from 57% LI/ 59% SC to 80% in both by May 2026.

Aligns with District Goal

Formative Measures: Focus Ed

Improvement Strategy 1 Details

Improvement Strategy 1: 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.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Grade levels will discuss and analyze the data in weekly PLCs	K-5 classroom teachers, learning strats, and admin	August-May
2	Professional learning on discourse strategies	K-5 classroom teachers, learning strats, and admin	August-May
3	LETRS professional development	K-5 classroom teachers, learning strats, and admin	August-May
4	Monthly Focal Point walks	K-5 classroom teachers, learning strats, and admin	August-May

Position Responsible: Administration

Resources Needed: PLC
Staff development day agendas/ presenters/ materials
LETRS training
Tier I monitoring tool

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level
Level 2: Moderate: Focal Point

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
Implemented	No review	

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: In our most recent learning walk, student-to-student discourse occurred at 49% **Critical Root Cause**: 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.

Inquiry Area 3: Connectedness

SMART Goal 1: The percentage of students who feel supported through their relationships with friends, family, and adults at school during 2025-2026 will increase from 83% (fall) to 90% (spring) as measured by the Panorama Education Survey.

Aligns with District Goal

Formative Measures: Panorama

Improvement Strategy 1 Details

Improvement Strategy 1: Teachers will implement a monthly 30-minute SEL-based classroom lesson with the support of the wraparound team. Weekly announcements will include SEL conversation starters and activities for all students.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Counselor will use Harmony during monthly class meetings	Counselor, Classroom teachers, Administration	August-May
2	Daily announcements will include SEL conversation starters and activities for all students.	Counselor, Classroom teachers, Administration	August-May
3	Students can earn House Points if they demonstrate character traits.	Counselor, Classroom teachers, Specialists, Administration	August-May
4	Weekly and monthly incentives are held to celebrate students who demonstrate character traits.	Counselor, Classroom teachers, Specialists, Administration	August-May

Position Responsible: Administration

Resources Needed: Harmony Curriculum
Student Incentives
House Point Display
House Point System

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level
Level 2: Moderate: Panorama

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Students do not feel they regulate their emotions when they are frustrated. **Critical Root Cause**: Inconsistent teaching on how to deal with challenging situations and regulate emotions.

Inquiry Area 3: Connectedness

SMART Goal 2: Reduce the percentage of students chronically absent from 22.5% Spring 2025 to 18% by Spring 2026, as measured in FocusED.

Aligns with District Goal

Formative Measures: Focus Ed

Improvement Strategy 1 Details

Improvement Strategy 1: Continue consistent attendance checking system schoolwide

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Conduct home visits and make phone calls for student absences	Classroom teachers, Wraparound Team, Administration	August - May
2	Incentivize student perfect attendance monthly with celebrations and recognition	Administration, Wraparound Team	August - May
3	Invite families at the end of each semester to attendance celebrations for students who have perfect attendance.	Administration, Wraparound Team	August - May

Position Responsible: Administration

Resources Needed: CCSD Protocol for addressing chronic absenteeism

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level
Level 2: Moderate: Focus Ed

Problem Statements/Critical Root Cause: Connectedness 2

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

SMART Goal 2 Problem Statements:

Connectedness
Problem Statement 2: Increase in chronic absenteeism from 23-24 to 24-25. **Critical Root Cause**: Barriers like illness, family or home challenges, trauma, lack of transportation, housing issues and inequitable access to services.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

At our school, the comprehensive needs assessment process involves administrators, teachers, counselors, and parent representatives who collaboratively review student data and school performance metrics. The team meets quarterly, with an initial planning session in August and follow-up meetings throughout the year to monitor progress and adjust strategies.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The Site-Based Committee, composed of staff, families, and community members, meets twice in the fall to review the school improvement plan and offer input for revisions. Additional feedback is gathered through parent surveys, staff meetings, and community forums to ensure a broad range of perspectives are considered in the planning process.

2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

2.3: Available to parents and community in an understandable format and language

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5: Increased learning time and well-rounded education

Title I funds support extended learning opportunities through after-school tutoring and summer enrichment programs focused on core academic skills. Additionally, students benefit from a well-rounded education through arts integration, STEM activities, and social-emotional learning initiatives embedded throughout the curriculum.

2.6: Address needs of all students, particularly at-risk

Title I funds are used to provide classroom teachers for targeted academic interventions, including small group instruction and individualized support for students identified as at-risk based on academic performance and other indicators. The plan also includes professional development for teachers focused on differentiation strategies to meet the diverse needs of all learners.

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

4.2: Offer flexible number of parent involvement meetings

We offer a variety of parent involvement opportunities, including workshops, family nights, and parent-teacher conferences scheduled at different times of day and on various weekdays to accommodate diverse schedules. Virtual options and recorded sessions are also provided to ensure accessibility for all families.

5.1: Determine which students will be served by following local policy

N/A

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$ 4,152,700.92	Licensed, support staff, and supplies	All
At-Risk Weighted Allocation	$ 235,599.82	Licensed, support staff, and supplies	All
EL Weighted Allocation	$ 773,594.11	Licensed, support staff, and supplies	All
General Carry Forward	$ 209,691.36	Licensed, support staff, and supplies	All
At-Risk Weighted Carry Forward	$ 250,504.63	Licensed, support staff, and supplies	All
EL Weighted Carry Forward	$ 434,113.23	Licensed, support staff, and supplies	All

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
Title IA	$ 279,300	Licensed	All

School Continuous Improvement (CI) Team

Team Role	Name	Position
CI Team	Shemithia Swinson	Office Manager
CI Team	Itzel Montes	Parent
CI Team	Shae Brockley	Art Teacher
CI Team	Deedra Renteria	Parent
CI Team	Melina Arriaza	Kindergarten Teacher
CI Team Lead	Erin Nguyen	Assistant Principal
Required	Michelee Crawford	Principal

Community Outreach Activities

Activity	Date	Lesson Learned