Clark County School District

Ronnow, C. C. ES

2026-2027 Status Checks with Notes

Accreditation Status
Accredited



District Approval Date: October 28, 2026

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/ronnow,_c_c_es/2026/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students proficient in ELA as measured by SBAC from 32% in 2025 - 2026 to 42% by 2026 - 2027. Increase the percentage of students proficient in Math as measured by SBAC from 22.7% in 2025 - 2026 to 32.7% by 2026 - 2027. (Academic Excellence: Strong Readers, Writers, and Communicators) (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Fall Data:
Based on Fall 2026 i-Ready Assessments, 88% of students scored below grade level in reading.
Based on Fall 2026 i-Ready Assessments, 96% of students scored below grade level in math.

Aligns with District Goal

Formative Measures: iReady projected proficiency data

Improvement Strategy 1 Details	Reviews
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 and receive Tier II instruction through the implementation of i-Ready teacher toolbox resources for ELA and math. **Position Responsible:** Administration **Resources Needed:** Grade-level presentations at weekly staff meetings Weekly PLC time QTEL Posters/Bookmarks/Packets Lesson Plans i-Ready **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, 2	**Oct:** In progress **October Lessons Learned** Fall Data: Based on Fall 2026 i-Ready Assessments, 88% of students scored below grade level in reading. Based on Fall 2026 i-Ready Assessments, 96% of students scored below grade level in math. Classroom teachers participate in weekly Friday Professional Learning Communities (PLCs) to analyze student achievement data, collaborate on instructional strategies, and develop targeted reteaching plans. While educators effectively leverage i-Ready diagnostic data for small-group differentiation--maintaining the benchmark target of 50 minutes per week on individualized Math and ELA learning paths--baseline observation data indicates that less than 50% of teachers currently implement QTEL strategies during ELA instruction. To measure instructional impact, administration conducted 21 classroom walkthroughs and observations. Findings indicate that Turn and Talk remains the primary discourse strategy in

use, demonstrating a clear need to deepen and diversify structured student discourse.

October Next Steps/Need

Next: Grade-level teams will collaborate during weekly PLCs to intentionally design QTEL student discourse strategies into every ELA lesson, analyze the resulting student data the following week, and tailor remediation and enrichment for all learners. To build consistent routines, QTEL strategies should be embedded at least weekly in primary grades and daily in intermediate grades. Additionally, teachers will utilize i-Ready to track progress and deliver targeted Tier II instruction in both ELA and math to keep every student moving forward.

Need: QTEL implementation will be monitored through PLCs and weekly walkthroughs by administration, the ELL coordinator, and strategists, while bottom-quartile ELA and math classrooms receive targeted, 8-week intensive instructional coaching. Coaching support will focus on expanding beyond Turn and Talk and consistently implementing a variety of QTEL language scaffolds and structured oral discourse routines.

Feb: No review

February Lessons Learned

February Next Steps/Need

June:

June Lessons Learned

June Next Steps/Need

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 10.3% in 2026 to 15% by 2027, as measured by WIDA.

(Academic Excellence: Inclusive Classrooms that Support Every Learner)

Fall Data:
Based on Fall 2026 i-Ready Assessments, there is a 17% achievement gap between EL and non-EL students in reading (at the 70th percentile).
Based on Fall 2026 i-Ready Assessments, there is a 7% achievement gap between EL and non-EL students in math (at the 80th percentile).

Aligns with District Goal

Formative Measures: State summative data

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement dual language immersion to support access to Tier I instruction for English Learners in grades Kindergarten through Grade Four. **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 1, 2	**Oct:** In progress **October Lessons Learned** Fall Data: Based on Fall i-Ready Assessments, there is a 17% achievement gap between EL and non-EL students in reading (at the 70th percentile). Based on Fall i-Ready Assessments, there is a 7% achievement gap between EL and non-EL students in math (at the 80th percentile) To strengthen Tier 1 instruction and support student achievement, administrative leaders, district representatives, strategists, the ELL Coordinator, and an HMH representative conducted a collaborative walkthrough using the Tier 1 Monitoring Tool, HMH Look-Fors Tool, and Classroom Management Tool. Following a data debrief to analyze school-wide trends, leadership leveraged aggregated metrics to place three teachers into targeted coaching cycles, assign intensive support to one grade level, and design upcoming professional learning. These sessions will focus on high-fidelity HMH

implementation--emphasizing rigor, high expectations, and student cognitive lift--alongside QTEL strategies and structured academic discourse

October Next Steps/Need

Next: ELL coordinator is meeting in person and virtually with dual language teachers to provide support with Tier 1 instruction in both English and Spanish. Administration will continue to participate in instructional rounds utilizing the Tier 1 monitoring tool to plan specific professional development sessions and coaching sessions for teachers that need extra support.

Needs:
To ensure this action is successful, dual language teachers need dedicated time to actively collaborate with the ELL coordinator and consistently implement high-quality Tier 1 strategies in both English and Spanish. Additionally, Clear visibility into the Tier 1 monitoring tool look-fors, protected time for follow-up coaching, and a growth-focused, collaborative culture where instructional rounds directly inform helpful, targeted PD.

Feb: No review

February Lessons Learned

February Next Steps/Need

June:

June Lessons Learned

June Next Steps/Need

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL). **Position Responsible:** Administration **Resources Needed:** FLS instructional materials, QTEL Newcomer Curriculum. ELD instructional materials, STEL Curriculum ACLE instructional materials, English 3D Summit K12 FLS, ELD, and ACLE Look For Tools **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Evidence Level** Level 4: Demonstrate Rationale: HMH **Problem Statements/Critical Root Cause:** Student Success 2	**Oct:** In progress **October Lessons Learned** Data: Our 2025-2026 data highlights strong growth in language and literacy, with WIDA proficiency jumping 7.1% (to 22.1%) and ELA climbing 1.3% (to 32.0%). Slight dips in Math (-0.3% to 22.7%) and Science (-1.0% to 2.7%) show a clear opportunity to weave academic vocabulary directly into content instruction. Moving forward, embedding targeted Tier II language scaffolds across all subjects will help maintain this momentum and drive growth in every classroom. **October Next Steps/Need** Next: Partner with the ELD team to support teachers in implementing targeted Tier II instruction for identified EL student groups (Newcomers, STELs, and LTELs) through PLCs, staff development sessions, and blended (virtual and in-person) professional learning opportunities. Need: Comprehensive training for administrators, strategists, and teachers on Summit K12 and QTEL frameworks. **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: 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 42% and 43%, respectively, to 80% in both by May 2027. (Academic Excellence: Valued Educators)

Fall Data (instructional walks completed):
After 5 walkthroughs, 60% of classrooms showed evidence of student interaction with learning intention and success criteria.

Aligns with District Goal

Formative Measures: Focus Ed

Improvement Strategy 1 Details	Reviews
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. **Position Responsible:** Administration **Resources Needed:** PLC Staff development day agendas/ presenters/ materials 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:** Student Success 1, 2 - Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** Fall 2026 Data (instructional walks completed): After 5 walkthroughs, 60% of classrooms showed evidence of student interaction with learning intention and success criteria. Classroom teachers participate in weekly PLCs to evaluate student performance data and align instructional practices. Following September professional development focused on QTEL strategies and student discourse, administration established follow-up learning cycles directly tied to the PLC Teaching and Learning Framework. Walkthroughs conducted via Focal Point and EvaluWise capture real-time data on QTEL implementation, Tier 1 discourse quality, and student interaction with Learning Intentions and Success Criteria. This observation data directly informed leadership's decision to assign three teachers to intensive, individualized coaching cycles. **October Next Steps/Need** Next: Build capacity within the leadership team and instructional strategists to support teachers through in-classroom coaching, PLC data analysis, QTEL implementation, and monthly instructional walkthroughs. Need: Provide professional development for strategists and teacher leaders to facilitate high-functioning PLCs. This includes training teams to lead grade-level planning that embeds QTEL strategies and structured student discourse into daily lessons, analyzes data, and delivers post-walkthrough coaching feedback. **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: The percentage of students who feel supported through their relationships with friends, family, and adults at school during 2026-2027 will increase from 83% (fall) to 90% (spring) as measured by the Panorama Education Survey. (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

Aligns with District Goal

Formative Measures: Panorama

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Teachers will implement a monthly 30-minute SEL-based classroom lesson with the support of the wraparound team. Counselor will implement a monthly 30-minute SEL-based classroom lesson. **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	**Oct:** In progress **October Lessons Learned** Data: The school counselor delivers ongoing Social-Emotional Learning (SEL) lessons while actively supporting teachers in the classroom. To reinforce these lessons, students earn House Points in the classrooms when demonstrating core character traits, which are recognized and celebrated through weekly and monthly incentive events. According to data from the Grades 3-5 survey report, students demonstrate strong relational trust with an 85% positive response in Supportive Relationships, and Growth Mindset sits above the district average at 57% following a 2-point improvement. However, most other survey categories have experienced a slight decline or remained steady, marked by a 12-point drop in "Raise Your Hand", causing nearly all other areas to currently trail behind district benchmarks. **October Next Steps/Need** Next: To address these survey gaps and boost student engagement, immediate action steps focus on holding direct discussions with students to gather qualitative feedback on classroom culture, SEL instruction, and incentive participation. The counselor and teaching staff will partner to establish routine classroom check-ins that connect SEL character traits directly to the House Point system, ensuring positive behaviors are acknowledged in real time. Additionally, the school will launch targeted family engagement initiatives to ensure parents are informed of and involved in monthly character traits, student incentive celebrations, and ongoing SEL goals. Need: This requires full staff alignment to conduct routine

	student check-ins, award House Points, and consistently identify individual needs. Additionally, effective family engagement demands dedicated outreach resources and consistent communication channels to reinforce core character traits both at school and at home. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 3: Connectedness

SMART Goal 2: Reduce the percentage of students chronically absent from 20.1% Spring 2026 to 15% by Spring 2027, as measured in FocusED. (Safe and Supportive Schools: Welcoming Schools)

Fall 2026 Data:
Chronic Absenteeism is 11.5%

Aligns with District Goal

Formative Measures: Focus Ed

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Continue consistent attendance checking system schoolwide **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	**Oct:** In progress **October Lessons Learned** Fall 2026 Data: Chronic Absenteeism is 11.5% To promote regular school attendance, students are incentivized through initiatives such as "Beat the Gate" alongside monthly celebrations and recognition for perfect attendance. Currently, our school-wide chronic absenteeism rate stands at 20.1% (84 out of 417 students), with grade-level rates spanning from a low of 15.8% in Kindergarten to a peak of 27.6% in 1st grade. Despite these ongoing efforts, our primary operational challenges remain making direct contact with families and maintaining consistent follow-through. **October Next Steps/Need** Next: To address these attendance gaps, Communities In Schools (CIS) will continue supporting overall attendance programming and supplying student incentives, complemented by biweekly team check-ins during wrap-around meetings. Moving forward, staff will make targeted phone calls and home visits for absent students. They will continue to host monthly perfect attendance celebrations to recognize positive habits, and expand family involvement by inviting families at the end of each semester to attendance celebrations honoring students with perfect attendance.

	Need: This requires accurate family contact data for direct outreach, dedicated staff capacity (AmeriCorps, CIS, and team leads) for biweekly follow-through, and sustained funding for monthly rewards and end-of-semester family celebrations for perfect attendance. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**