



## Clark County School District

# Rhodes Elementary

### School Performance Plan: A Roadmap to Success

*Betsy Rhodes Elementary 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: Robert Rosenblatt**

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**Phone: 702-799-3450**

**School Designations:**  Title I  MRI  CSI  TSI  ATSI

*Our SPP was last updated on 11/4/2024.*



## 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/betsy\\_a\\_rhodes\\_elementary/2024/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/betsy_a_rhodes_elementary/2024/nspf/).

## 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
Robert Rosenblatt	Principal(s) (required)
Dana Mays (Assistant Principal) Julie Harrison (Assistant Principal)	Other School Leader(s)/Administrator(s) (required)
Carina Tornero, Julie Siciliano, Ashley Horvath	Teacher(s) (required)
Jennifer Alvarado	Paraprofessional(s) (required)
Lexi Watts	Parent(s) (required)
	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
	Specialized Instructional Support Personnel (if appropriate)
*Add rows as needed	



## 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
SOT Meetings	5/8/24-5/2025	SOT discussed progress towards SPP: Roadmap goals and continued improvement strategy efforts. Advice and feedback were solicited to inform decisions about SPP: Roadmap revisions.
Continuous Improvement Team Meeting	5/14/24	CIT discussed progress towards SPP: Roadmap goals and continued improvement strategy efforts. Advice and feedback were solicited to inform decisions about SPP: Roadmap revisions.
Popsicles with Principals	9/27/2024	PTA hosted a popsicles with principals event after school at the neighboring park.
Conference Day with families	10/14/2024	Teachers met with families to discuss the current progress of student understanding, growth opportunities, and how to work together to help their child.



# 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
<b>Data Reviewed</b>	Map growth 2024-2025	Panorama Survey	Core tier 1 Instructional Materials;; Houghton Mifflin Harcourt Into Reading, Amplify Science
	<p>Areas of Strength: Currently 55% of 3rd grade students and 48% of 2nd grade students are on track for proficiency based on the Spring 23-24 NWEA MAP Reading Assessment.</p> <p>Areas for Growth: Currently 39% of Kindergarten grade students and 37% of 5th grade students are on track for proficiency based on the Spring 23-24 NWEA MAP Reading Assessment. Based on 2023-2024 Spring MAP Reading Assessment, 50% of our grade levels met or exceeded their grade-level norms projected growth, which means half of our grade levels did not meet grade-levels norms projected growth.</p>		
<b>Problem Statement</b>	Based on the spring 2024 MAP assessments, fewer than half (49.5%) of students in grades 2-5 are projected to be proficient on the state reading exam (SBAC).		
<b>Critical Root Causes</b>	Lack of consistent quality tier 1 whole group and small group instruction. Lack of differentiated instruction in reading. Inconsistent implementation of targeted standards-based instruction, uncertainty of assessments and how to determine level of mastery.		

### Part B

Student Success
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<p><b>School Goal:</b> Increase the percentage of students' projected proficiency on the NWEA MAP Reading Assessment for spring 2025 from 49.5% to 56%.</p>	<p><b>Aligned to Nevada's STIP Goal:</b> Goal 3: All students experience continued academic growth.</p>
<p><b>Improvement Strategy:</b> Provide all students with Tier I instruction using evidence-based instructional materials aligned with the standards.</p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>HMH Into Reading (2)</i></p>	
<p><b>Intended Outcomes:</b> To increase proficiency in English-language arts.</p>	
<p><b>Action Steps for Student Success:</b></p> <ol style="list-style-type: none"> <li>1. Teachers will purposefully create lesson plans in alignment with the district's pacing guides that include task-standard alignment, identify Tier I instructional materials, identify the Learning Intention and Success Criteria, and a daily check for understanding aligned to the summative assessment.</li> <li>2. Teachers will deliver lessons/instruction such that students interact with the learning intention and Success Criteria and include scaffolds and differentiation strategies to meet student needs.</li> <li>3. Teachers will provide small group Tier I instruction in reading, monitoring formative assessment data to make adjustments to student groupings and the instruction strategies being used.</li> <li>4. Vertical alignment and collaboration amongst grade-level teams.</li> <li>5. Consistent unwrapping of standards for grade-level learning targets and academic vocabulary.</li> <li>6. Implementation of ELA SBAC interim assessments.</li> <li>7. Consistent use of the Teacher Clarity Guide to plan intentional lessons where students and teachers engage with learning intentions and success criteria.</li> </ol>	
<p><b>Resources Needed:</b> SDD agenda, Interim calendar, HMH Into Reading Curriculum, Curriculum Hub, staff members to teach, staff for after-school tutoring</p>	
<p><b>Challenges to Tackle:</b> Guidance of materials from the district, staff to tutor students after school</p> <ul style="list-style-type: none"> <li>● <i>Implementation of interims due to time; Administration will work with grade level teams to create a calendar with interim dates which will be added to long-range plans.</i></li> </ul>	
<p><b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b></p>	
<p>English Learners: Student support via tutoring opportunities, Teacher communication with ELL Learners and WIDA data, and Language support via academic software programs.</p> <p>Foster/Homeless: Social service connections/Attendance support through the SEL Strategist (food, clothing, school supplies, emotional support) to encourage academic participation. Provide academic interventions via small group instruction, academic morning, tutoring</p>	



opportunities (in person and online).

Free and Reduced Lunch: Social service connections/Attendance support through the SEL Strategist (food, clothing, school supplies, emotional support) to encourage academic participation. Provide academic interventions via small group instruction, academic morning, tutoring opportunities (in person and online)

Migrant: N/A

Racial/Ethnic Minorities: Monitor academic progress through data collection (MAPS, SBAC Interims, summative assignments). Offer academic interventions/small group instruction based on student academic needs.

Students with IEPs: Grade-level teachers and resource teachers will review students' IEP goals in order to provide accommodations.



## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
	Classroom walkthrough data	Staff development day agendas	PLC agendas and notes
<b>Data Reviewed</b>	Areas of Strength: Based on 2023-2024 Instructional Rounds using the Tier 1 Monitoring Tool, 64.7% of teachers had purposefully planned learning tasks and activities that supported overall mastery of the standard(s).		
	Areas for Growth: Based on 2023-2024 Instructional Rounds using the Tier 1 Monitoring Tool, 84.7% of teachers and students did not interact with the posted Success Criteria, and 76.5% did not interact with the learning intention.		
<b>Problem Statement</b>	Consistent staff and student interaction of Learning Intentions and Success Criteria throughout ELA lessons.		
<b>Critical Root Causes</b>	Teacher Clarity Guides were not created for ELA; therefore, teachers had to create their own learning intentions and success criteria for each lesson, unclear focus on how to interact with LI and SC, lack of knowledge of HMH curriculum		

### Part B

Adult Learning Culture	
<p><b>School Goal:</b> According to Tier 1 Monitoring Tool data, 5.9% of our teachers and students interacted with their learning intentions (LI) during ELA lessons, and 0% of teachers and students interacted with success criteria (SC) during ELA lessons. By the conclusion of the 24-25 school year, 60% of our teachers and students will interact with both the learning intentions and success criteria throughout their lessons.</p>	<p><b>STIP Connection:</b> Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>
<p><b>Improvement Strategy:</b> Consistent PLCs utilizing district-based materials, Kagan structures focusing on metacognition</p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Professional Learning Communities (EBI 2), Kagan (EBI 2)</p>	
<p><b>Intended Outcomes:</b> Students and staff will have a clear purpose and the ability to reflect on where they are in their learning, decide where</p>	



they need to go next, and determine next steps on what they need to do to demonstrate mastery, which will result in high-level thinking and proficiency in ELA.

**Action Steps:**

- Review of schoolwide expectations regarding PLC structures
- Professional learning for staff on district documents (Teacher Clarity Guides, Pacing Guides, Curriculum Hub)
- Consistent Tier 1 Monitoring Rounds and feedback provided
- Arrange for guest teachers to provide staff with collaboration time and instructional walkthrough opportunities
- Kagan structures on metacognition

**Resources Needed:**

- Professional learning materials (digital and hard copy).
- Guest teachers

**Challenges to Tackle:**

- Staff buy-in, time for PD, and money for PD; administration and strategists will model the use of PD strategies during staff meetings; administration will work to enhance leadership roles to ensure staff buy-in.

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

English Learners: The LI and SC will be brief, clear, and measurable for student learning. The school will provide professional learning opportunities for staff on how to implement LI and SC based on what students already know and can do. Teachers will explore and activate previous learning and explain to students how current learning builds on this to best meet the needs of EL learners (EL department or EL staff advocate).

Foster/Homeless: The LI and SC will be brief, clear, and measurable for student learning. Teachers will address differing gaps in prior knowledge with flexible groupings for additional instruction as part of Tier 1 instruction, with a focus on what students are learning and their understanding of how they will be successful.

Free and Reduced Lunch: The LI and SC will be brief, clear, and measurable for student learning. Teachers will plan tasks that allow students to demonstrate their achievement of the learning objective and success criteria in a variety of ways.

Migrant: N/A

Racial/Ethnic Minorities: The LI and SC will be brief, clear, and measurable for student learning. Teachers will be purposeful when communicating the connection between the LI and SC and will plan differentiated support based on formative and summative data.



Students with IEPs: The LI and SC will be brief, clear, and measurable for student learning. Teachers will work with students to communicate the LI and SC and refer to them throughout the lesson. Key vocabulary will be clearly explained to ensure student understanding of objectives.



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	Student districtwide survey, panorama survey, attendance data	Staff and districtwide survey	Parent districtwide survey
	Areas of Strength: Dedicated school-wide SEL time is built into the daily schedule, and lessons are provided to teachers. The school Counselor facilitates SEL classroom lessons and small groups.		
	Areas for Growth: Schoolwide absenteeism has been 22% or higher since the 2021-2022 school year.		
<b>Problem Statement</b>	Students often have difficulty with emotional regulation and conflict resolution skills, which can make them not want to attend school.		
<b>Critical Root Causes</b>	Parental instability, feelings of authority vs. partnership in their child's education, and lack of conflict-resolution techniques.		

### Part B

Connectedness	
<p><b>School Goal:</b> Decrease the percentage of students who are chronically absent from 22% to 10% by spring 2025, as measured by the NSPF and FocusED.</p>	<p><b>STIP Connection:</b> Goal 6-All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>
<p><b>Improvement Strategy:</b> Provide additional incentives for attendance, such as Capturing Kids Hearts lessons and monthly meetings with parents for students who are considered chronically absent.</p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Climate and Culture EBI 4</p>	
<p><b>Intended Outcomes:</b> By spring of 2025, the percentage of chronically absent students will reduce from 22% to 10%.</p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● Implementation of Capturing Kids Hearts</li> <li>● Character strengths and monthly recognition for students</li> </ul>	



- *Attendance groups for students who were chronically absent during the 2024-2025 school year*
- *Adjustment to attendance plan to be more proactive with parents regarding attendance*
- *Clubs*
- *Elementary School Support Model and Shared Space*
- *Family involvement nights*
- *House system*

**Resources Needed:**

- *Staff to lead clubs*
- *Location to host events*
- *Capturing Kids Hearts curriculum and professional development*

**Challenges to Tackle:**

- *Student attendance: At the beginning of the school year, an attendance incentive plan will be created and shared with parents.*
- *A CTT will be hired to facilitate the Shared Space and school-wide incentives.*

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

English Learners: If a student is chronically absent, an attendance meeting will be held. A translator will attend, if needed, to ensure families understand the benefits of coming to school, how to sign up for counselor support, what incentives are offered on our campus, and any additional help if needed. The counselor holds lessons in all classes and meets with specific groups of students; students are invited to attend clubs.

Foster/Homeless: The counselor will meet with students to ensure they feel welcomed and secure at school and, if needed, will provide small group support on emotional regulation and well-being. The counselor holds lessons in all classes and meets with specific groups of students; students are invited to attend clubs

Free and Reduced Lunch: The counselor holds lessons in all classes and meets with specific groups of students; students are invited to attend clubs

Migrant: N/A

Racial/Ethnic Minorities: Staff will use strategies from Capturing Kids Hearts to create a culture to develop relationships with students. The counselor holds lessons in all classes and meets with specific groups of students; students are invited to attend clubs

Students with IEPs: Students will be treated with dignity and respect, and they will be included in all schoolwide activities and events. The counselor holds lessons in all classes and meets with specific groups of students; students are invited to attend clubs

## 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)
<i>General Budget</i>	\$5,102,479.32	Class Size Reduction, Professional Learning Conferences, CTT, Intervention Program, Full Time AP	Student Success, Adult Learning Culture, Connectedness
EL Funds	\$119,650.03	Class Size Reduction, CTT, Tutoring	Student Success, Adult Learning Culture,
At-Risk Funds	\$245,759.25	Class Size Reduction, Tutoring	Student Success, Adult Learning Culture,