

Clark County School District

Rhodes, Betsy A. ES

2025-2026 Status Checks with Notes



District Approval Date: February 11, 2026

Mission Statement

**Our mission is to provide a safe, nurturing atmosphere of mutual respect.
We will inspire students to achieve their full academic potential as life-long learners in
a positive social learning environment.**

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/betsy_a._rhodes_elementary/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of kindergarten-5th-grade students meeting or exceeding the established growth target in MAP Reading from 50% (Spring, 2025) to 65% (Spring, 2026), as measured by the MAP Growth Assessments.

Aligns with District Goal

Formative Measures: Data analysis from each benchmark, summative assessments

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Increase measurable reading growth (fluency, comprehension, and vocabulary) for all students by providing students with high-quality Tier 1 instruction.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: SBAC Interim testing calendar, HMH Into Reading Curriculum, Curriculum Hub, staff members to teach, PLC document</p> <p>Evidence Level Level 2: Moderate: HMH</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned</p> <p>While we are currently unable to demonstrate growth due to having only the fall benchmark data, a review of historical trends over the last two years indicates that 50% of our students were consistently meeting or exceeding growth expectations. We recognize this as a success; however, it does not correlate to math growth, which has been over 60% the past two years.</p> <p>An analysis of our current school year's data suggests a potential lack of uniformity in our ELA grading criteria. There appear to be varying expectations among teachers and grade levels regarding the definitions of performance levels (4, 3, 2, 1).</p> <p>We also propose maximizing the use of Exact Path within the classroom, given its direct correlation with student MAP assessment results, to help provide targeted, data-driven instruction.</p> <p>October Next Steps/Need</p> <p>To enhance instructional clarity and support student achievement, we are prioritizing the following:</p> <p>Establishing and maintaining consistent grading practices- Our literacy team will meet monthly to analyze standards and</p>

determine how students show evidence of a 4, 3, 2, 1
Integrating dedicated time and incentives for student use of the
Exact Path learning platform.

Feb: In progress

February Lessons Learned

Recent Winter Benchmark data show that 70% of K-5 students met or exceeded their projected growth in MAP Reading. Performance peaked in third grade at 79%, while first grade reached 59%.

February Next Steps/Need

Next Steps: To address these findings, we are collaborating with the Literacy Department to strengthen student independence and evidence-based learning. We are currently refining our instructional framework--specifically through analysis of HMH materials-- to elevate rigor and foster more independent student thinking. In addition to classroom instruction, students will use Exact Path as a supplemental tool to support and reinforce their individual learning paths.
Need: Partnership with CPD, HMH Materials, Formative and Summative Assessments, Exact Path

June:

June Lessons Learned

Recent Spring benchmark data show that 67% of K-5 students met or exceeded their projected growth in MAP Reading from Fall to Spring. Third grade showed gains, with 77% of their students meeting or exceeding growth.

June Next Steps/Need

Next Steps: As we transition from MAP Growth to i-Ready for the 2026-2027 school year, we will leverage this new assessment suite to monitor and drive student progress. Upon returning in the fall, staff will conduct a final analysis of historical MAP data to evaluate growth trends, refine instructional practices, and establish data-driven differentiation strategies tailored to meet all student learning needs.
Need: MAP Data, time to analyze data

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percentage of teachers and students interacting with the Success Criteria from 39% (Spring, 2025) to 80% (Spring, 2026) as measured in Tier 1 Walkthroughs, classroom observations, and during PLC planning.

Aligns with District Goal

Formative Measures: Tier 1 Walkthrough data, classroom observation data, PLC conversations, lesson plans

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Teachers will incorporate refined ELA PLC conversations during Tier 1 instructional planning, which includes reviewing the Success Criteria to ensure student tasks are aligned with standards.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: Professional learning materials (digital and hard copy). PLC Document and structures to support teacher and student success LETRS Professional Learning</p> <p>Evidence Level Level 2: Moderate: Professional Learning Communities</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Walkthrough data indicate that 50% of students and teachers interacted with the success criteria. However, this finding is based on a minimal sample of only 13 classrooms. We are now leveraging PLCs to build on this by having administrators collaborate with teachers to analyze learning tasks and ensure strong alignment with standards. Our goal is to ensure that every student understands the learning intention and success criteria, which is reinforced through focused conversations across all campus and grade levels.</p> <p>October Next Steps/Need We recognize the need for more walkthrough and observation data to fully inform our instructional practices. This information will drive collaborative discussions during PLCs, where teachers and administrators will work together to guarantee that learning tasks not only meet standards but also clearly define the path to success for every student.</p> <p>Feb: In progress</p> <p>February Lessons Learned Current data from FocusEd reveals that 56% of teachers and students are actively engaging with success criteria.</p> <p>February Next Steps/Need Next Steps: To build on this momentum, the Administration is collaborating with teachers during PLCs, prioritizing intentional planning and data-informed instruction. We will also use PLC time to "backward map." Before planning activities, teams must define the success criteria for the week. Teachers will peer-review criteria to ensure they are</p>

measurable and student-friendly. A focus remains NEPF Indicator 4.1: ensuring students can articulate the 'what, why, and how' of their learning to demonstrate mastery. Our focus is on implementing real-time checks for understanding, allowing us to capture authentic evidence of student progress at every stage of the lesson and plan lessons based on data.

Need: PLC structures, lesson plans, teacher clarity guides, walkthrough structures using the Tier 1 Monitoring Tool

June:

June Lessons Learned

Current data from FocusEd reveals that 56% of teachers and students are actively engaging with success criteria.

June Next Steps/Need

Reflection: During this phase, the administrative team shifted away from Focal Point for walkthrough documentation. Instead, we collaborated with our EL Coordinator to utilize the EL Look-For Tool, intentionally focusing on student interactions and engagement during instructional time. Data from PLCs revealed that teacher conversations shifted towards student tasks and independent demonstrations of knowledge. To support this, teachers started utilizing Pacing and Clarity Guides during planning to define and measure student achievement.

Action Plan & Needs: > Expand monthly walkthrough schedules to encompass all content areas, moving beyond just Core subjects.

Professional Learning Communities (PLCs): Drive progress toward our schoolwide goal by training teachers to implement a Backward Assessment Model during PLCs, ensuring strict alignment between learning targets and assessments.

Data-Informed Instruction: Foster a culture of data-informed instruction

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the percentage of students who are chronically absent from 22% to 10% by spring 2026, as measured by the NSPF and FocusED.

Aligns with District Goal

Formative Measures: FocusEd

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: 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>Position Responsible: Administration</p> <p>Resources Needed: Staff to lead clubs Location to host events Capturing Kids Hearts curriculum and professional development</p> <p>Evidence Level Level 4: Demonstrate Rationale: Climate and Culture</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Chronic absenteeism is a priority, with our current rate standing at 16%. To minimize student absences, our campus has implemented a multi-faceted system of structured attendance incentives:</p> <p>Collective Goals: Classrooms are working toward a 95% daily attendance goal. Achieving this allows them to color in a letter of a phrase, which ultimately earns them a special read-aloud session with our learning strategist once the phrase is completed.</p> <p>Individual Recognition: We have scheduled regular raffle dates to celebrate both individual students and entire classrooms that demonstrate excellent attendance. We will also continue our Random Attendance Days (RAD), awarding a brag tag to every student present on a surprise attendance day.</p> <p>Data Monitoring: To ensure targeted intervention, we are also actively updating a spreadsheet that tracks the number of students who have been absent for three or more days. This allows us to monitor at-risk students and respond quickly.</p> <p>October Next Steps/Need While we continue to maintain our current attendance incentives, our next critical step is to schedule parent meetings for all chronically absent students. This will allow us to partner with families and address the specific barriers contributing to their child's absences.</p> <p>Feb: In progress</p> <p>February Lessons Learned</p>

FocusEd data currently indicates a chronic absenteeism rate of 13.1%.

February Next Steps/Need

Next Steps: To reach our target of 10%, we are maintaining weekly administrative data reviews to identify at-risk students and initiating targeted parent outreach for those with excessive tardies. Additionally, we are increasing community awareness of instructional time by utilizing our school marquee to highlight bell schedules and attendance expectations. To further incentivize attendance, we are maintaining our six-week 'Attendance Challenge.' This initiative targets students with one or fewer absences for entry into a prize raffle, while simultaneously fostering healthy competition through Attendance Banners awarded to classrooms with the highest overall participation rates.

Need: Data, prizes for raffles, Attendance Banner

June:

June Lessons Learned

FocusEd data currently indicates a chronic absenteeism rate of 13.1%. This number was consistent throughout the second semester.

June Next Steps/Need

Next Steps: Although we fell short of our 10% goal, we achieved a significant reduction in chronic absenteeism. This progress was driven by proactive family meetings and the distribution of CCSD resources to highlight the critical link between attendance and school success.

Moving forward, we will sustain our momentum by continuing monthly student incentives and hosting an end-of-year celebration. Looking ahead to next year, we will launch parent engagement early with an administrative meeting focused on attendance and its impact on education. The administrative team will continue to meet weekly to analyze attendance data, identify at-risk students, and initiate targeted parent outreach for those with excessive tardies.

Required Resources: > Funding for student incentives, CCSD attendance resources, and materials, Direct communication/partnership with attendance enforcement