

Clark County School District

Rhodes, Betsy A. ES

2026-2027 School Improvement Plan



District Approval Date: July 17, 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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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

During the 2025–2026 academic year, all K–5 grade levels exceeded NWEA MAP Reading projected growth norms from Fall to Spring, led by exceptional growth in 3rd grade (74th percentile). Overall, the school achieved the 64th percentile for student growth and the 56th percentile for achievement. Furthermore, 5th-grade projections indicate a strong trajectory for state testing, with 62% of students projected to pass the Spring 2026 SBAC. Fourth grade reached the highest level of achievement in the school, placing in the 70th percentile in Spring 2026.

Student Success Areas for Growth

Spring 2026 data highlights a proficiency gap: fewer than 60% of students across all K–5 grades met or exceeded the 61st percentile threshold in MAP Reading. Furthermore, while second grade is exempt from the SBAC assessment, current data projects a provisional proficiency rate of just 44% for this cohort.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
<p>English Learners</p>	<p>Limited English proficiency- makes it difficult to understand instructions, collaborate with classmates, and possibly complete assignments Cultural differences- adapting to a new culture can be confusing, ELs may not be familiar with cultural references or historical contexts embedded in texts. Communication issues- language barriers may prevent meaningful communication between the school and families</p> <p>There is a 29% achievement gap between LEP and non LEP students based on fall projected proficiency MAP Growth assessment data. Rhodes ES has less than 10% LEP students.</p>	<ul style="list-style-type: none"> • Use repeated reading, paired reading, or echo reading. • Allow audiobooks or text-to-speech to build fluency while supporting comprehension. • Teacher communication with ELL Learners and WIDA data, and Language support via academic software programs. • Build background knowledge through videos, visuals, or personal connections before reading. • Use culturally relevant texts that reflect EL students' experiences and perspectives. • Encourage home language use to connect prior knowledge to new concepts. • Integrate oral language practice into reading (e.g., partner discussions, retelling) • Use sentence frames and prompts to support structured speaking. • Pair ELs with supportive peers or in small groups for guided language interactions.
<p>Foster/Homeless</p>	<p>Frequent School Changes: Moving between homes can lead to disruptions in learning, gaps in curriculum, and difficulty building relationships with teachers and peers. Chronic Absenteeism: Students in poverty are more likely to miss school due to transportation issues, unstable housing, or needing to care for siblings. There is currently no identifiable achievement gap between Foster/Homeless and not Foster/Homeless students.</p>	<ul style="list-style-type: none"> • Create a safe, supportive environment where students feel seen, heard, and respected. • Take time to build rapport, which helps reduce stress and increase willingness to take academic risks. • Use diagnostic tools to determine current reading levels and identify specific gaps. • Include both formative assessments (ongoing, informal checks) and summative assessments • Integrate explicit phonics instruction, vocabulary development, and comprehension strategies

Student Group	Challenge	Solution
Free and Reduced Lunch	<p>Inadequate Nutrition: Even with school meals, some students may still face hunger at home, affecting concentration, energy, and behavior.</p> <p>Behavioral Issues: Some students may act out due to stress, trauma, or unmet basic needs. There is currently no identifiable achievement gap between FRL and not FRL.</p>	<p>* Be aware of potential barriers like food insecurity, unstable housing, or limited internet access that affect learning outside school.</p> <p>* Be mindful of emotional triggers that may affect concentration or behavior.</p> <p>* Use positive reinforcement and praise effort, not just achievement.</p>
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	<p>-Cultural Disconnect: Curriculum and teaching methods may not reflect students' backgrounds, leading to disengagement or lack of relevance.</p> <p>-Lack of representation can lower motivation and engagement</p> <p>-Some educators may unconsciously hold lower expectations for minority students due to race, language, or socioeconomic status.</p>	<ul style="list-style-type: none"> • Conduct frequent formative assessments (running records, fluency checks, comprehension questions). • Analyze patterns to identify whether bias or structural inequities are influencing results. • Use the data to target instruction (phonics, fluency, comprehension, etc.). • Avoid deficit-based thinking; focus on student assets—their culture, language, resilience, and lived experiences. • Set high, yet achievable expectations for all students

Student Group	Challenge	Solution
Students with IEPs	<p>-Pacing and Content: Students may struggle to keep up with grade-level content, especially if their IEP goals are not aligned with classroom instruction. Some students are pulled out for special services, which may limit interaction with peers and access to the full curriculum.</p> <p>-No two IEP students are the same. Some struggle with decoding, others with comprehension, working memory, or attention—and many face multiple challenges at once.</p> <p>-Students with learning disabilities may require significantly more time, repetition, and support to master reading skills.</p>	<ul style="list-style-type: none"> • Review the IEP carefully: What are the specific reading goals? Are they focused on decoding, fluency, comprehension, vocabulary, or written expression? • Follow all accommodations and modifications: These might include extended time, reduced assignments, read-alouds, or assistive technology. • Collaborate regularly with the special education teacher or case manager. • Use systematic, evidence-based programs • Teach reading in small groups or 1:1 settings when possible, focusing on the student's area(s) of need. • Break skills down into manageable, scaffolded steps with lots of modeling and practice.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Current Spring 2026 MAP Reading data indicate that school-wide projected proficiency is at 55.4%. This deficit is most acute among the rising second-grade cohort, whose projected proficiency is 43.5%, below the school average.

Critical Root Cause: Teachers have access to assessment data but may not use it effectively to plan targeted instruction. Lack of differentiated instruction in reading. Lack of rigorous content throughout the reading modules to ensure student understanding is reflected. Uncertainty of assessments and how to determine level of mastery.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students projected to be proficient on state summative assessments, using a typical growth measure, in Reading from 55% (spring prior year) to 57% (fall of current year) to 60% (winter of current year) to 62% (spring of current year), as measured by district interim assessments.

Formative Measures: Data analysis from each benchmark, weekly HMH assessments, HMH summative assessments

Aligns with District Goal

Improvement Strategy 1 Details						Reviews		
Improvement Strategy 1: Increase measurable reading growth (fluency, comprehension, and vocabulary) for all students by providing students with high-quality Tier 1 instruction.						Status Check		EOY Reflection
						Oct	Feb	June
						No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Implementation of ELA SBAC interim assessments.	Teachers and administration	Quarterly					
2	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.	Teachers	3 times a week					
3	Teachers will incorporate strategic opportunities for students to demonstrate their understanding of the success criteria and be metacognitively aware of their understanding.	Teachers	Daily					
4	Teachers will provide assessment opportunities to check student knowledge and identify any misconceptions or misunderstandings, and respond accordingly during Tier 1 instruction.	Teachers	Daily					
5	EL students will have access to Summit K12- an online program to help them with the four domains of WIDA	Strategist/ teachers	Twice a week					
Position Responsible: Administration Resources Needed: SBAC Interim testing calendar, HMH Into Reading Curriculum, Curriculum Hub, staff members to teach, PLC document, Summit K12 Evidence Level Level 2: Moderate: HMH, i-Ready Problem Statements/Critical Root Cause: Student Success 1								

Adult Learning Culture

Adult Learning Culture Areas of Strength

Data from the 2025–2026 Instructional Rounds, utilizing the Tier 1 Monitoring Tool, demonstrates strong curricular alignment. Overall, 98% of observed instruction was aligned to the standards, while 92% of lessons explicitly matched their learning intentions to those same standards.

Adult Learning Culture Areas for Growth

Recent walkthrough data highlights key instructional targets for the upcoming year: currently, 42% of observed lessons incorporate differentiation, and 56% feature active teacher/ student interaction with the Success Criteria, which relates to the Teacher Clarity Guides.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	<div>-Difficulty understanding instructions, academic texts, or participating in discussions due to limited English proficiency.</div> <div>-Students may lack prior experience or cultural context for certain topics.</div> <div>-Students may struggle with subject-specific vocabulary and complex sentence structures.</div> <div>-ELs may need more time to process language and content.</div>	<div>• Use culturally responsive materials and examples that connect to students’ lives.</div> <div>• Slow the pace when introducing new concepts.</div> <div>• Provide wait time for responses.</div>
Foster/Homeless	<div>-Trauma or loss can lead to anxiety, depression, or difficulty concentrating.</div> <div>-Students may have gaps in knowledge or missed foundational skills.</div> <div>-Transportation issues, responsibilities at home, or family instability may lead to missed school.</div>	<div>• Use diagnostic assessments to identify gaps.</div> <div>• Offer targeted remediation and tiered assignments.</div> <div>• Allow for flexibility in timelines and support individualized pacing.</div> <div>• Provide clear instructions and scaffolds.</div>

Student Group	Challenge	Solution
Free and Reduced Lunch	<ul style="list-style-type: none"> -Lack of stable housing, food, clothing, or healthcare can cause stress and distraction in school. -Financial insecurity can increase anxiety, depression, or trauma responses. -Students may not have access to extracurriculars, travel, or enrichment experiences. 	<ul style="list-style-type: none"> • Bring enrichment into the classroom: virtual field trips, hands-on projects, guest speakers. • Provide multiple means of expression (visual, oral, kinesthetic) for learning tasks.
Migrant/Title1-C Eligible		N/A
Racial/Ethnic Minorities	<ul style="list-style-type: none"> -The dominant culture of the school may not reflect or value the student's home culture, language, or traditions. -Students may feel labeled, overlooked, or underestimated based on their racial or ethnic background. -Students may carry emotional burdens from experiences with racism or social exclusion. 	<ul style="list-style-type: none"> • Use culturally responsive teaching: integrate diverse authors, historical perspectives, and cultural examples into lessons. • Allow student choice in reading or writing topics that reflect their identity or heritage. • Use formative assessments to get an accurate picture of student strengths—don't rely on assumptions. • Offer varied entry points into lessons (visual, verbal, experiential) to recognize different learning styles. • Encourage a growth mindset and provide constructive, equitable feedback to all students.

Student Group	Challenge	Solution
Students with IEPs	-Difficulty with reading, writing, math, memory, or processing information -Difficulty with self-regulation, focus, or social interactions. -Inattention, hyperactivity, and impulsivity that affect learning.	<ul style="list-style-type: none"> • Use multisensory instruction (e.g., visual, auditory, kinesthetic). • Provide guided notes, graphic organizers, and audio texts. • Break down tasks into smaller, manageable chunks. • Allow alternative formats for assignments (oral instead of written, visuals instead of essays). • Use short, engaging tasks with clear, concise instructions. • Offer frequent check-ins and goal-setting tools.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): During PLCs, teachers are not consistently referring to the Teacher Clarity Guide to review the Success Criteria and how it can be utilized as formative steps to check for student understanding and progress toward mastery. Additionally, the administrative team needs to clarify expectations regarding the use of the Teacher Clarity Guide when planning reading lessons.

Critical Root Cause: Teachers are overwhelmed with several resources from CCSD and the curriculum, and struggle with finding the most important and valuable parts to use when planning instruction, a lack of clear understanding of how to interact with Success Criteria in the classroom.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percentage of teachers and students interacting with the Success Criteria from 56% (Spring, 2026) to 80% (Spring, 2027) as measured in Tier 1 Walkthroughs, classroom observations, and during PLC planning. This aligns with our schoolwide growth goal: The teacher will implement a Backward Assessment Model during PLCs to ensure alignment between learning targets and assessments. This process will center on Data-Informed Instruction, where the teacher will utilize results from frequent Formative Assessments to drive daily lesson adjustments.

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

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Teachers will incorporate refined ELA PLC conversations during Tier 1 instructional planning, which includes reviewing the Success Criteria and backwards planning to ensure student tasks are aligned with standards.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Review of schoolwide expectations regarding PLC structures/Edit PLC document as needed to ensure teachers engage in collaborative discussions	Administration/Lead Team	Beginning of year and weekly during meetings				
2	Consistent Tier 1 Monitoring Rounds and feedback provided	Administration	Weekly				
3	Professional Learning on differentiation and scaffolds within all curricula (academic discourse, sentence frames, bookmarks)	RBG3, Administration, CCSD Coordinators	Twice a Year				
4	Consistent PLC conversations utilizing district-based material as the foundation in which students demonstrate their understanding of the Success Criteria.	Teachers and Admin	Weekly				
5	LETRS Training and Implementation during the Foundational Skills block	Teachers	Monthly				
6	Lesson plans including differentiation within the reading block	Teachers	Weekly				
7	The teacher will design learning tasks aligned with standards, ensuring students have opportunities to demonstrate their understanding of the learning target.	Teachers	Weekly				
8	Teachers will collaborate with their team during PLC meetings to create meaningful learning experiences, focusing on student-teacher interactions that align with success criteria, and analyze data from multiple sources to ensure student success.	Teachers	Weekly				
Position Responsible: Administration Resources Needed: Professional learning materials (digital and hard copy). PLC Document and structures to support teacher and student success LETRS Professional Learning Evidence Level Level 2: Moderate: Professional Learning Communities Problem Statements/Critical Root Cause: Adult Learning Culture 1							

Connectedness

Connectedness Areas of Strength

To address the social-emotional needs of our students, the daily schedule incorporates dedicated, school-wide SEL time alongside the universal implementation of the *Capturing Kids' Hearts* (CKH) framework. This holistic approach to school culture has yielded significant measurable results; notably, the chronic absenteeism rate fell to 13.1% during the 2025–2026 school year, representing a substantial decline from 22% the previous year.

Connectedness Areas for Growth

An analysis of student attendance reveals that chronic absenteeism is most prevalent in the primary grades. Second grade recorded the highest rate of chronic absenteeism at 21.7%, closely followed by kindergarten at 17.3%.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Chronic absenteeism disproportionately affects English Language Learners (ELLs), and several systemic inequities contribute to this issue. These include language barriers, limited access to support services, cultural disconnects, and inadequate academic support. Addressing these inequities requires schools to adopt a culturally responsive, equity-centered approach to attendance, including stronger family engagement, improved communication, disaggregated data tracking, and targeted support for English Language Learners (ELLs).	If a student is chronically absent, an attendance meeting will be scheduled to provide support and identify solutions. A translator will be available, if needed, to ensure families fully understand the importance of regular attendance. During the meeting, we will discuss the benefits of consistent school attendance, how to access counseling services, available campus incentives, and any additional support the student or family may need.

Student Group	Challenge	Solution
Foster/Homeless	Foster and homeless students face significant inequities that contribute to chronic absenteeism. These students often experience instability and trauma that directly impact their ability to attend school regularly. These include housing instability, lack of access to basic needs, emotional challenges, school transitions, and barriers to participation. Reducing chronic absenteeism for foster and homeless students requires coordinated support, including transportation assistance, trauma-informed practices, access to counseling, stable school placements, and strong collaboration with social services and child welfare agencies.	The administrative team will meet with students to help ensure they feel safe, welcomed, and supported on campus. When needed, the staff will provide small group sessions focused on emotional regulation, mental health, and overall well-being. Additionally, the staff will deliver CKH classroom lessons for all grade levels and provide targeted group support for students with specific needs. Students are also encouraged to join campus clubs to build social connections and strengthen their sense of belonging.
Free and Reduced Lunch	Students from low-income households face multiple barriers that contribute to chronic absenteeism, including housing and transportation instability, nutrition challenges, family responsibilities, limited support services, and stigma in the school environment. Addressing these inequities requires coordinated support systems, inclusive school environments, and access to basic needs and mental health services.	The administrative team will identify and monitor students experiencing economic hardship. Support services will be provided, including access to weekend meal programs, consistent nutritional breaks during the school day, and wraparound resources such as Title I HOPE.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Racial and ethnic minority students often face systemic inequities that contribute to chronic absenteeism. These inequities stem from historical marginalization, socioeconomic disparities, and structural barriers within and outside of schools. They may include disproportionate discipline, lack of culturally responsive practices, socioeconomic disparities, and school climate acclimation.	Staff will utilize strategies from Capturing Kids' Hearts to foster a culture that cultivates strong relationships with students. The counselor holds lessons in all classes and meets with specific groups of students; students are invited to attend clubs.

Student Group	Challenge	Solution
Students with IEPs	Students with Individualized Education Programs (IEPs) often face unique and systemic inequities that contribute to chronic absenteeism. These inequities stem from gaps in support, access, and inclusion within both general and special education settings. They may include inadequate access to services, lack of inclusion in the school environment, disciplinary disparities, and advocacy challenges.	Staff will ensure that IEP services are delivered consistently and with fidelity to meet each student's individualized needs. All staff working directly with students receiving special education services will receive training in disability awareness and effective behavior support strategies. A schoolwide culture of inclusion will be promoted to foster a sense of belonging for all students. Additionally, data will be regularly monitored to identify trends and ensure ongoing, targeted support for students with Individualized Education Programs (IEPs).

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Student absenteeism is driven by a dual deficit in student social-emotional coping skills and family-facing engagement. Deficiencies in student emotional regulation and conflict resolution skills frequently manifest as school avoidance behaviors, while a parallel gap in parental awareness regarding the critical impact of attendance limits effective home-to-school routines.

Critical Root Cause: Parental instability, feelings of authority vs. partnership in their child's education, and lack of conflict-resolution techniques, no school-based counselor.

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the percentage of students who are chronically absent from 13.1% to 10% by Spring 2027, as measured by the NSPF and FocusED.

Formative Measures: FocusEd

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
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.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Implementation of Capturing Kids Hearts	Teaching Staff	Daily				
2	Character strengths and recognition for students	Administration	Monthly				
3	Attendance groups for students who were chronically absent during the 2024-2025 school year	Administration and Office Staff	Weekly				
4	Adjustment to the attendance plan to be more proactive with parents regarding attendance	Administration and Office Staff	Daily				
5	Clubs	Teaching Staff	Dependent on schedules				
6	Elementary School Support Model and Shared Space	Teaching Staff	Daily				
7	Family involvement nights	Administration and Teaching Staff	Monthly				
8	House system	Administration and Teaching Staff	Daily				
Position Responsible: Administration Resources Needed: Staff to lead clubs Location to host events Capturing Kids Hearts curriculum and professional development Evidence Level Level 4: Demonstrate Rationale: Climate and Culture Problem Statements/Critical Root Cause: Connectedness 1							

Priority Problem Statements

Problem Statement 1: Current Spring 2026 MAP Reading data indicate that school-wide projected proficiency is at 55.4%. This deficit is most acute among the rising second-grade cohort, whose projected proficiency is 43.5%, below the school average.

Critical Root Cause 1: Teachers have access to assessment data but may not use it effectively to plan targeted instruction. Lack of differentiated instruction in reading. Lack of rigorous content throughout the reading modules to ensure student understanding is reflected. Uncertainty of assessments and how to determine level of mastery.

Problem Statement 1 Areas: Student Success

Problem Statement 2: During PLCs, teachers are not consistently referring to the Teacher Clarity Guide to review the Success Criteria and how it can be utilized as formative steps to check for student understanding and progress toward mastery. Additionally, the administrative team needs to clarify expectations regarding the use of the Teacher Clarity Guide when planning reading lessons.

Critical Root Cause 2: Teachers are overwhelmed with several resources from CCSD and the curriculum, and struggle with finding the most important and valuable parts to use when planning instruction, a lack of clear understanding of how to interact with Success Criteria in the classroom.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Student absenteeism is driven by a dual deficit in student social-emotional coping skills and family-facing engagement. Deficiencies in student emotional regulation and conflict resolution skills frequently manifest as school avoidance behaviors, while a parallel gap in parental awareness regarding the critical impact of attendance limits effective home-to-school routines.

Critical Root Cause 3: Parental instability, feelings of authority vs. partnership in their child's education, and lack of conflict-resolution techniques, no school-based counselor.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- End-of-Unit Assessments
- Grades
- I-Ready
- Tier I Instructional Materials Assessments

Adult Learning Culture

- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Walk-through data

Connectedness

- Attendance
- Community surveys and/or other feedback
- Perception/survey data
- Social Emotional Learning Data
- Volunteer opportunities, attendance, and participation

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$3,915,487.61	Licensed, Support, Administration Staff, Supplies	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	\$66,383.42	Licensed and Support Staff	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	\$66,492.61	Licensed Staff	Student Success, Adult Learning Culture, Connectedness
General Carry Forward	\$16,010.58	Licensed Staff, Supplies	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Carry Forward	0		
EL Weighted Carry Forward	\$136.93	Supplies	Student Success, Adult Learning Culture, Connectedness