

Clark County School District

Rhodes, Betsy A. ES

2026-2027 Status Checks with Notes

Accreditation Status

Accredited



District Approval Date: October 20, 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/rhodes_betsy_es/2026/nspf/

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Inquiry Areas

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. (Academic Excellence: Strong Readers, Writers, and Communicators)

Aligns with District Goal

Formative Measures: Data analysis from each benchmark, weekly HMM assessments, HMM 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, Summit K12</p> <p>Evidence Level Level 2: Moderate: HMH, i-Ready</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Based on Fall iReady benchmark data, 57% of students are projected to reach SBAC proficiency if they meet their typical growth targets in ELA.</p> <p>October Next Steps/Need We are partnering with an HMH representative to strengthen our ELA instruction in small group strategies, writing across the curriculum, and Version 3 enhancements. Our HMH rep will conduct instructional walk-throughs with the leadership team and provide targeted feedback on maximizing HMH resources during Tier 1 whole- and small-group learning. Need: Blocks of time, ELA Look-For Tool</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

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. (Academic Excellence: Inclusive Classrooms that Support Every Learner)

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 and backwards planning 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 Recent Tier 1 Monitoring Tool data indicate that 33% of teachers and students are currently engaging with Success Criteria (SC). However, EL and Math walkthroughs reflect higher real-time engagement, approaching 50%.</p> <p>While physically posting Learning Intentions (LI) and Success Criteria is optional on our campus, explicitly integrating them into instruction is required. Teachers must clearly state the lesson's goals and success criteria at the start of instruction and refer back to them throughout the lesson. Future walkthroughs will focus on ensuring that lesson expectations are clearly communicated and that students understand how their success is measured.</p> <p>October Next Steps/Need Teacher and student clarity- Use the CCSD Clarity Guides when planning for instruction- explicitly state what the students are working on and how they know they are successful throughout their lessons Need: Timely data and schedule of Instructional Rounds to record evidence of SC engagement within instruction</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

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.
(Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

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 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 According to current FocusEd data, our chronic absenteeism rate has dropped to 13.6%, down from 17% in September 2026. This positive trend follows the administrative team's implementation of family attendance meetings, which began late last month.</p> <p>October Next Steps/Need The administrative team will continue meeting with families of chronically absent students to address attendance concerns. Maintaining regular attendance will directly impact eligibility for extracurricular sports and clubs. Additionally, we will continue offering student attendance incentives every six weeks. Need: Incentive prizes, attendance meetings scheduled</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>