



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 CSI TSI TSI/ATSI

Our SPP was last updated on 6/16/2023.



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/2022/nspf/.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

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) <i>(required)</i>
Kathy Hoyt (Assistant Principal)	Other School Leader(s)/Administrator(s) <i>(required)</i>
Mario Wolthers, Julie Harrison, Jamilynn Wolfe	Teacher(s) <i>(required)</i>
Jennifer Alvarado	Paraprofessional(s) <i>(required)</i>
Lexi Watts	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>*Add rows as needed</i>	



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
Coffee with the Principal, Pastries with the Principal	9/22/2022 11/29/2022	Budget Updates, staffing updates, safety updates
SOT Meetings	9/6/2022 10/6/2022 11/17/2022 12/8/2022 1/25/23	Budget Updates, staffing updates, safety updates
Staff meetings	9/1/2022 10/6/2022 11/3/2022 12/1/2022 1/5/2023	Budget Updates, staffing updates, safety updates, PBIS, PLC, Small Group Instruction, WIN



	2/2/2023	
SPP: Roadmap Work Session	10/18/2022	Data Review
School Organizational Team Meeting	5/8/2023	SPP Discussion



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
Data Reviewed	Map growth 23, SBAC 23-24	Panorama Survey	Core tier 1 Instructional Materials; enVisions 2020, Houghton Mifflin Harcourt, Amplify Science
	Areas of Strength: Currently 48.4% of 2nd grade students and 59.8% of 3rd grade students are on track for proficiency based on the Spring 22-23 NWEA MAP Assessment.		
	Areas for Growth: Currently 28.4% of 4th grade students and 21.9% of 5th grade students are on track for proficiency based on the Spring 22-23 NWEA MAP Assessment.		
Problem Statement	From 2019-2022, students in grades 3rd-5th grade went from 47% to 40% in Math according to SBAC.		
Critical Root Causes	Lack of quality tier 1 whole group and small group instruction. Lack of differentiation instruction of math. Inconsistent implementation of targeted standards based instruction.		

Part B

Student Success	
School Goal: Increase the percentage of students projected proficiency on the NWEA MAP Math Assessment for spring 2024 from 38.6% to 46%.	Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth.



Improvement Strategy: Vertical alignment and collaboration amongst grade level teams. Consistent unwrapping of standards for grade level learning targets and academic vocabulary. Implementation of math SBAC interim assessments. Math tutoring.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Positive Behavior Intervention Supports (EBI 1), Counselor (EBI 1), Coaching (EBI 2),*

Intended Outcomes: To increase proficiency in math.

Action Steps for Student Success:

- 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.*
- 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.*
- 3. Teachers will provide small group Tier I instruction in math, monitoring formative assessment data to make adjustments to student groupings and the instruction strategies being used.*

Resources Needed: SDD agenda, Interim calendar, budgeting for tutoring, staff members to teach

Challenges to Tackle: Staff for tutoring

- *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.*

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

English Learners: Student support via tutoring opportunities, Teacher communication with ELL Learners and WIDA data, Language support via academic software programs.

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 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
	<i>Classroom walkthrough data</i>	<i>Staff development day agendas</i>	<i>PLC and PBIS agendas and notes</i>
Data Reviewed	<i>Areas of Strength: Based on October instructional walk-through data, students are familiar with expected behaviors in 89% of classes and CHAMPS was observed in 75% of classrooms.</i>		
	<i>Areas for Growth: Based on October instructional walk-through data, Rhodes recognition was observed in only 68% of classrooms and only 7% of classrooms had a PBIS expectation matrix posted.</i>		
Problem Statement	<i>Consistent staff implementation of PBIS Tier 1 strategies.</i>		
Critical Root Causes	<i>Belief that consequences work instead of rewards. Lack of understanding of cultural awareness and the changing demographics.</i>		

Part B

Adult Learning Culture	
School Goal: <i>According to PBIS walk through data, 34% of teachers are implementing PBIS tier 1 structures through a positive to negative ratio of at least 5:1. By the conclusion of the 23-24 school year, 75% of our staff</i>	STIP Connection: <i>Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</i>



<p><i>will implement a positive to negative ratio of at least 5:1 based on walkthrough data.</i></p>	
<p>Improvement Strategy: <i>School Support Model, student incentives, consistent use of PBIS matrices and PBIS lesson plan implementation</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Professional Learning Communities (EBI 2), Kagan (EBI 2), Positive Behavior Intervention Supports (EBI 1).</i></p>	
<p>Intended Outcomes: <i>Staff will consistently implement effective PBIS tier 1 structures</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● <i>Review of schoolwide expectations</i>● <i>Professional learning for staff on schoolwide expectations</i>● <i>PBIS instructional walkthroughs</i>● <i>Arrange for guest teachers to provide staff with collaboration time and instructional walkthrough opportunities</i>● <i>Implementation of School Support Model including the Space Station (Shared Space)</i>	
<p>Resources Needed:</p> <ul style="list-style-type: none">● <i>Professional learning materials (digital and hard copy).</i>● <i>Guest teachers</i>	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● <i>Staff buy-in, time for PD, money for PD; administration and strategists will model the use of PD strategies during staff meetings; administration will work to enhance leadership roles in order for staff to have buy-in.</i>	
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>	
<p>English Learners: Provide professional learning opportunities for staff to best meet the needs of EL learners (EL department or EL staff advocate). Consistent use of PBIS strategies accompanied by visual support to build language understanding.</p> <p>Foster/Homeless: Expand incentive programs for students aligned with our School Support Model. Monitor tier 1 positive to negative ratios and implementation of PBIS classroom structures through observational data.</p> <p>Free and Reduced Lunch: Expand incentive programs for students aligned with our School Support Model. Monitor tier 1 positive to negative ratios and implementation of PBIS classroom structures through observational data.</p>	



Migrant: N/A

Racial/Ethnic Minorities: Monitor and track behavior management data through Focus ED. Professional learning opportunities for staff to support minority students and build positive relationships.

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



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Student districtwide survey, panorama survey, attendance data</i>	<i>Staff and districtwide survey</i>	<i>Parent districtwide survey</i>
	<i>Areas of Strength: SEL through ReThought is being incorporated in every classroom throughout the instructional day.</i>		
	<i>Areas for Growth: Schoolwide absenteeism has been 28% or higher since the start of the pandemic.</i>		
Problem Statement	Students are having difficulty with coping skills and emotional regulation.		
Critical Root Causes	<i>Pandemic restrictions, parental instability, feelings of authority vs. partnership in their child's education.</i>		

Part B

Connectedness	
School Goal: Decrease the percent of students who are chronically absent from 28% to 10% by spring of 2024 as measured by the NSPF and FocusED.	STIP Connection: Goal 6-All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.
Improvement Strategy: Provide additional incentives for attendance, ReThought lessons, Meetings with parents monthly for students who are considered chronically absent.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Climate and Culture EBI 4</i>	
Intended Outcomes: <i>By spring of 2024, the percent of chronically absent students will reduce from 28% to 10%.</i>	
Action Steps: <ul style="list-style-type: none"> <i>Daily SEL lessons</i> <i>Character strengths and monthly recognition for students</i> 	



- Attendance groups for students who were chronically absent during 2022-2023 school year
- Clubs
- Elementary School Support Model and Shared Space room

Resources Needed:

- Staff to lead clubs
- Location to host events
- SEL strategist for lessons in classrooms

Challenges to Tackle:

- Student attendance; An attendance incentive plan will be created and shared with parents at the beginning of the school year.
- Not having a counselor to teach lessons; A CTT will be hired to run the Space Station so that our SEL strategist can teach lessons.

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

English Learners: SEL strategist holds lessons in all classes and meet with specific groups of students; students are invited to attend clubs

Foster/Homeless: SEL strategist holds lessons in all classes and meet with specific groups of students; students are invited to attend clubs

Free and Reduced Lunch: SEL strategist holds lessons in all classes and meet with specific groups of students; students are invited to attend clubs

Migrant: SEL strategist holds lessons in all classes and meet with specific groups of students; students are invited to attend clubs

Racial/Ethnic Minorities: SEL strategist holds lessons in all classes and meet with specific groups of students; students are invited to attend clubs

Students with IEPs: SEL strategist holds lessons in all classes and meet 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)
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<i>General Budget</i>	\$3,548,163.00	Class Size Reduction, Professional Learning Conferences, CTT, Intervention Program, Full Time AP	Student Success, Adult Learning Culture, Connectedness
EL Funds	\$57,328.00	Class Size Reduction, CTT, Tutoring	Student Success, Adult Learning Culture,
At-Risk Funds	\$115,506.00	Class Size Reduction, Tutoring	Student Success, Adult Learning Culture,
ESSER	\$52,020.00	Full Time SEIF	