



Clark County School District

# Betsy A. Rhodes Elementary School

## 2021-2022 School Performance Plan: A Roadmap to Success

*Betsy A. Rhodes Elementary School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Robert Rosenblatt, Principal, for more information.*

**Principal:** Robert Rosenblatt  
**School Website:** <https://www.rhodeselementary.com/>  
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**Phone:** 702-799-3450

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



# School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
<b>School</b>	640	0.3%	2.0%	27.0%	12.8%	46.3%	1.7%	9.8%	14.8%	4.7%	44.5%
<b>District*</b>	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
<b>State*</b>	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

\*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data										
Academic Year	School/ District	Math			ELA		Science		ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
<b>2018</b>	<b>School</b>	53.48%	49	43.38%	66.77%	55	61.19%	32.5%	27.7%	61.54%
	<b>District</b>	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
<b>2019</b>	<b>School</b>	46.5%	42	34.8%	64.7%	55	65.3%	28%	8.6%	46.6%
	<b>District</b>	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
<b>2020</b>	<b>School</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	25.8%	58.8%
	<b>District</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

\*Source: nevadareportcard.nv.gov

\*\*Source: NDE Data File



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
<b>School</b>	N/A	N/A	N/A
<b>District</b>	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
<b>School</b>	410	400	406
<b>District*</b>	379	368	361

\*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

## 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	<b>Principal(s)</b> <i>(required)</i>
Kathy Hoyt (Assistant Principal)	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Lisa Chan, Mario Wolthers, Julie Harrison, Abby Medina	<b>Teacher(s)</b> <i>(required)</i>
Kelly Nolan	<b>Paraprofessional(s)</b> <i>(required)</i>
Lexi Watts	<b>Parent(s)</b> <i>(required)</i>
	<b>Student(s)</b> <i>(required for secondary schools)</i>
	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>
<i>*Add rows as needed</i>	



## School Community Outreach

*This section highlights outreach events facilitated by the school to engage students, regarding school partners.*

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
PTA Meeting (Presentation and Survey were also shared with the community via Class Dojo).	10/6/21, 4:00 PM	8	<ul style="list-style-type: none"><li>• The pandemic is still affecting our students emotionally and academically.</li><li>• Parents would like more tools and communication to assist in learning at home.</li><li>• Students are struggling with conflict resolution and appropriate peer interaction.</li></ul>
<i>*Add rows as needed</i>			



# 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 Data, SBAC Data, SLG baseline data	Panorama, Districtwide Survey, Conflict-Resolution Survey	Instructional Rounds, Observations, Admin Observations
<b>Problem Statement</b>	According to the fall Panorama Survey, students are having difficulty regulating their emotions and using coping strategies.		
<b>Critical Root Causes</b>	Conflict resolution strategies, such as Kelso's Choices and Rockets choices, aren't being used schoolwide and currently are isolated to Humanities and the counselor. Training hasn't been provided to explicitly teach our staff how to implement Kelso's Choices and Rocket Choices.		

### Part B

Student Success	
<p><b>School Goal:</b> Increase the percent of average students who responded favorably to the Emotional Regulations subsection from 41% (fall) to 46% (winter) to 56% (spring) as measured by the Panorama Education Survey.</p>	<p><b>Aligned to Nevada's STIP Goal:</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> Professional learning opportunities on coping strategies such as Kelso's Choices and Rockets Choices for all stakeholders.</p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Positive Behavior Intervention Supports (EBI 1), Counselor (EBI 1), Coaching (EBI 2),</p>	



<p><b>Intended Outcomes:</b> Students will use coping strategies to understand the perspective of others in order to help with their emotional regulation.</p>
<p><b>Action Steps:</b> Professional Development on Kelso's Choices, Counselor and SEL lessons, Tier 2 PBIS behavior interventions, Mindset Mondays, Counselor small groups, SEL teacher/coach, parent trainings/videos</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Resources Needed:</b> Kelso's Choice posters, professional development plan for staff, training plan for parents</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Challenges to Tackle:</b> Parental involvement, Staff Buy-in, Community Engagement</p> <ul style="list-style-type: none"> <li>•</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, Language support via academic software programs.</p> <p>Foster/Homeless: Social service connections through the school counselor (food, clothing, school supplies, emotional support). Counselor will check in weekly with identified students.</p> <p>Free and Reduced Lunch: Establishment of School wide house system (RCA) to foster inclusivity on school campus.</p> <p>Migrant: N/A</p> <p>Racial/Ethnic Minorities: Connections with Adults on campus with similar backgrounds.</p> <p>Students with IEPs: Grade level teachers and resource teachers will review students' IEP behavior goals in order to provide accommodations.</p>

## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support



			Continuous Improvement
<b>Data Reviewed</b>	Strategist PD Sessions PLC Participation Instructional Walkthroughs	Staff Survey Data related to leadership opportunities.	PLC's Committees Staff Led Professional Development Sessions (Staff Days).
<b>Problem Statement</b>	Teacher implementation of rigorous and collaborative instructional strategies. Teachers and Staff have a lack of interest in Pursuing Adult Learning opportunities		
<b>Critical Root Causes</b>	Professional Burnout, Feeling overwhelmed due to evolution of teaching profession, Time management, not taking advantage of opportunities for learning/professional growth.		

## Part B

Adult Learning Culture	
<p><b>School Goal:</b> According to instructional walk through data, 50% are implementing student to student discourse in daily instruction, and 12% have been observed implementing CHAMPS behavior expectations for learning. By the conclusion of the 21-22 school year, 100% of our staff will implement student to student discourse strategies during instruction, and 100% of our staff will implement CHAMPS behavior expectations in their classrooms.</p>	<p><b>STIP Connection:</b> Goal 2: All students have access to effective educators.</p>
<p><b>Improvement Strategy:</b> Professional learning opportunities on CHAMPS and discourse such as “Watts up with Discourse.”</p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Professional Learning Communities (EBI 2), Kagan (EBI 2), Positive Behavior Intervention Supports (EBI 1).</p>	
<p><b>Intended Outcomes:</b> Staff will incorporate schoolwide expectations in their daily instruction.</p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● Review of schoolwide expectations</li> <li>● Professional learning for staff on schoolwide expectations such as CHAMPS, discourse, and number talks</li> </ul>	



**Resources Needed:**

- *Professional learning materials (digital and hard copy).*

**Challenges to Tackle:**

- *Staff buy-in, time for PD, money for PD*

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

English Learners: Professional learning opportunities for staff to best meet the needs of EL learners (EL department or EL staff advocate).

Foster/Homeless: Foster awareness of look for's for students in need and knowledge of social service resources.

Free and Reduced Lunch: Foster awareness of look for's for students in need and knowledge of social service resources.

Migrant: N/A

Racial/Ethnic Minorities: Foster awareness of look for's for students in need and knowledge of social service resources.

Students with IEPs: SEIF and Resource teachers to provide support for staff members with IEP students.





## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	<i>Panorama Survey, Districtwide Survey,</i>	Districtwide survey, school survey	<i>Districtwide survey, Community Outreach survey</i>
<b>Problem Statement</b>	Lack of parent engagement		
<b>Critical Root Causes</b>	<i>Pandemic restrictions, parental instability, negative perspective of education, feelings of authority vs. partnership in their child's education.</i>		

### Part B

Connectedness	
<b>School Goal:</b> Increase the percent of parents who agree or strongly agree that “they know what goes on inside my child’s school from 85% to 91% by 2022 as measured by the CCSD District Wide Survey.	<b>STIP Connection:</b> <i>Goal 6-All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</i>
<b>Improvement Strategy:</b> Provide more opportunities for on campus engagement with families.	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Climate and Culture EBI 4</i>	
<b>Intended Outcomes:</b> <i>Survey data reflects a greater percentage of families who indicate awareness and involvement in school happenings, data, and academic support.</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"> <li>● <i>PTA Meetings</i></li> <li>● <i>Community Outreach survey</i></li> <li>● <i>Community Events</i></li> <li>● <i>Family Involvement Committee plan</i></li> </ul>	



<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>• <i>Funding for event resources</i></li> <li>• <i>Location to host events</i></li> <li>• <i>Communication platform for families (Class Dojo, Facebook, Parent link).</i></li> </ul>
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"> <li>• <i>Covid restrictions</i></li> <li>• <i>Parents reading or listening to information</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: Event communication in dual languages to promote inclusivity.</p> <p>Foster/Homeless: Individual support from school counselor to provide resources and connections with social service offerings.</p> <p>Free and Reduced Lunch: Provided resources from the school to promote inclusivity and partnership (i.e. school supplies, clothing, food).</p> <p>Migrant: N/A</p> <p>Racial/Ethnic Minorities: Provide Multi cultural opportunities/events on campus to promote inclusivity/partnership.</p> <p>Students with IEPs: Provide opportunities/events on campus to promote inclusivity/partnership with student families.</p>

### 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)
General Budget	\$3,620,632	Class Size Reduction, Professional Learning Conferences, CTT, Intervention Program, Full Time AP	Student Success, Adult Learning Culture, Connectedness
EL Funds	\$47,798	Class Size Reduction, CTT, Tutoring	Student Success, Adult Learning Culture,



At-Risk Funds	\$99,370	Class Size Reduction, Tutoring	Student Success, Adult Learning Culture,