



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 10/18/2022.



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>
Lisa Chan, Mario Wolthers, Julie Harrison, Amanda Dobbyn	Teacher(s) <i>(required)</i>
Kelly Nolan	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	9/22/2022	Budget Updates, staffing updates, safety updates
SOT Meetings	9/6/2022 10/6/2022	Budget Updates, staffing updates, safety updates
Staff meetings	9/1/2022 10/6/2022	Budget Updates, staffing updates, safety updates
SPP: Roadmap Work Session	10/18/2022	Data Review



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 22, SBAC 22-23	Panorama Survey	Core tier 1 Instructional Materials; enVisions 2020
	Areas of Strength: Currently 51.1% of 2nd grade students and 53% of 3rd grade students are on track for proficiency based on the Fall 22-23 NWEA MAP Assessment.		
	Areas for Growth: Currently 35.5% of 4th grade students and 29% of 5th grade students are on track for proficiency based on the Fall 22-23 NWEA MAP Assessment. 21-22 Math SBAC scores show that only 41.4% of 3rd-5th grade students were proficient in math.		
Problem Statement	According to the 21-22 SBAC data 41.4% of 3rd-5th grade students were proficient in math.		
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 proficient on the Math SBAC spring 2023 from 41.4% to 46.4%.	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:

- *Math tutoring*
- *SDD - vertical alignment*
- *Unwrapping standards for PLCs*
- *Interim implementation calendar presented on SDD*

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*

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	
<p>School Goal: <i>According to PBIS walk through data, 4% of teachers are implementing PBIS tier 1 structures through a positive to negative ratio of at least 5:1. By the conclusion of the 22-23 school year, 75% of our staff will implement a positive to negative ratio of at least 5:1 based on walkthrough data.</i></p>	<p>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>
<p>Improvement Strategy: <i>School Support Model, student incentives, consistent use of PBIS matrices and PBIS lesson plan implementation</i></p>	



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Professional Learning Communities (EBI 2), Kagan (EBI 2), Positive Behavior Intervention Supports (EBI 1).*

Intended Outcomes: *Staff will consistently implement effective PBIS tier 1 structures*

Action Steps:

- *Review of schoolwide expectations*
- *Professional learning for staff on schoolwide expectations*
- *PBIS instructional walkthroughs*
- *Arrange for guest teachers to provide staff with collaboration time and instructional walkthrough opportunities*
- *Implementation of School Support Model including the Space Station (Shared Space)*

Resources Needed:

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

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: 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.

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.

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.

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
	<i>Student districtwide survey, panorama survey</i>	<i>Staff districtwide survey</i>	<i>Family districtwide survey</i>
Data Reviewed	<i>Areas of Strength: Based on the 2022 District Wide Survey, 166 parents responded as compared to 62 in 2021 and 34 in 2020. 96% of parents responded favorably that their child feels safe in school in 2022 as compared to 88% in 2021.</i>		
	<i>Areas for Growth: Based on the 2022 District Wide Survey, only 87% of parents responded favorably when asked if they know what goes on inside my child's school.</i>		
Problem Statement	Lack of parent engagement		
Critical Root Causes	<i>Pandemic restrictions, parental instability, negative perspective of education, feelings of authority vs. partnership in their child's education.</i>		

Part B

Connectedness	
School Goal: Increase the percent of parents who agree or strongly agree that "they know what goes on inside my child's school from 87% to 92% by 2023 as measured by the CCSD District Wide Survey.	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>
Improvement Strategy: Provide more opportunities for on campus engagement with families.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Climate and Culture EBI 4</i>	
Intended Outcomes: <i>Survey data reflects a greater percentage of families who indicate awareness and involvement in school happenings, data, and academic support.</i>	
Action Steps:	



- *PTA Meetings*
- *Family Nights*
- *Community Events*
- *Message from the Principal*
- *Parent volunteer opportunities on campus*
- *Pastries with the Principal*

Resources Needed:

- *Funding for event resources*
- *Location to host events*
- *Communication platform for families (Class Dojo, Facebook, Parent link).*

Challenges to Tackle:

- *Previous covid restrictions*
- *Parents reading or listening to information*

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

English Learners: Event communication in dual languages to promote inclusivity.

Foster/Homeless: Individual support from SEL strategist and SEIF to provide resources and connections with social service offerings.

Free and Reduced Lunch: Provided resources from the school to promote inclusivity and partnership (i.e. school supplies, clothing, food).

Migrant: N/A

Racial/Ethnic Minorities: Provide Multi cultural opportunities/events on campus to promote inclusivity/partnership.

Students with IEPs: Provide opportunities/events on campus to promote inclusivity/partnership with student families.

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>	\$3,557,263.30	Class Size Reduction, Professional Learning Conferences, CTT, Intervention Program, Full Time AP	Student Success, Adult Learning Culture, Connectedness
EL Funds	\$56,800.66	Class Size Reduction, CTT, Tutoring	Student Success, Adult Learning Culture,
At-Risk Funds	\$116,936.14	Class Size Reduction, Tutoring	Student Success, Adult Learning Culture,
ESSER	\$93,094.00	Full Time SEIF	