Clark County School District

Batterman, Kathy L. ES

2025-2026 Status Checks with Notes

District Approval Date: February 26, 2026

Mission Statement

We, the community of Kathy L. Batterman Elementary School, dedicate ourselves to making a difference by creating a positive safe environment. Each child will achieve academic success and a love for learning by building connections through writing across the curriculum and inquiry-based instruction.

Vision

Kathy L. Batterman was a marvelous lady. She is a great hero and role model to have as our school's namesake! Just as Kathy Batterman made a difference to so many people, we are committed to making a difference for children. At Kathy L. Batterman Elementary School we believe:

- Every child can learn!
- Each child should feel valued!
- A school should be child-oriented!
- Children should love to learn!
- Teachers make a difference!

We do not take learning for granted. We feel that learning occurs best when certain beliefs are in place. At Kathy L. Batterman Elementary School, we believe that teachers should collaborate to strengthen instruction. We also believe that strong community support is vital to build an outstanding school. Additionally, we believe that writing and inquire-based instruction are the two strong foundations to quality learning. Remember that our goals as parents and school personnel are the same: to provide the best possible education for every child, and to remove every roadblock which stands in the way of that education. We will use every available means to ensure that instruction is the primary reason for our being here. We look forward to a wonderful year and hope that we will mirror Kathy Batterman's passion for excellence.

Our Motto: Fly High, Make a Difference!

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/kathy_l._batterman_elementary_school/nspf/

Table of Contents

Inquiry Areas 4
Inquiry Area 1: Student Success 4
Inquiry Area 2: Adult Learning Culture 6
Inquiry Area 3: Connectedness 8

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percent of 4th and 5th grade students meeting Adequate Growth Percentile (AGP) in math from 54.6% to 65% by 2026, as measured by state summative assessments, and reported on the NSPF.

Aligns with District Goal

Formative Measures: State Summative Assessment AGP data, Nevada School Performance Framework, MAPs

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Provide effective math intervention instruction (Math Foundational Skills) to 4th and 5th grade students who did not receive a passing score on the math SBAC. **Position Responsible:** Learning Strategists **Resources Needed:** Align Grade Level math fact proficiency targets to Rocket Math Levels (semester 1 and semester 2 targets) Utilize classroom Math Fact data trackers (Rocket Math) or Teacher Choice Continue to utilize enVisions Text/Online Exact Path Envisions Rocket Math or Teacher Choice **Evidence Level** Level 3: Promising: enVision Math 2020, Exact Path **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** Implemented **October Lessons Learned** Math Fact incentive is working but still needs attention to get 100% buy-in. **October Next Steps/Need** Continue to work with staff to consistently implement math interventions. Continue to work with staff to consistently assess and report student math fact achievement. **Feb:** In progress **February Lessons Learned** Math Fact incentive is working but still needs attention to get 100% buy-in. **February Next Steps/Need** Continue to work with staff to consistently implement math interventions. Continue to work with staff to consistently assess and report student math fact achievement. **June:** Continue **June Lessons Learned** The math fact incentive program is showing positive results, though further effort is required to achieve universal participation. **June Next Steps/Need** Sustain a unified approach with staff to ensure math interventions and fact-mastery assessments are consistently delivered

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the year 100% of grade levels will effectively implement PLC expectations and norms as measured by PLC+ template and weekly strategist collaboration feedback. Effective PLC meetings will result in 80% observable learning intention alignment with NVAC pacing guides, as measured by supervisory observations.

Aligns with District Goal

Formative Measures: Tier 1 Monitoring Tool Data,

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Expanded Leadership team will provide PLC PD and assistance during GL PLCs **Position Responsible:** Administration **Resources Needed:** PLC times/schedules PLC+ Template form (Historical) PLC norms and expectations Weekly Staff Meeting/PLC PD calendar PLC Observation Schedule **Evidence Level** Level 2: Moderate: Professional Learning Communities (PLC), Analyze data in PLCs **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** Implemented **October Lessons Learned** Some Grade level PLCs are not effectively utilizing data to prioritize student learning needs. **October Next Steps/Need** Continue working with staff to develop effective PLC habits. Continue to work with staff to access relevant PLC data. Continue to work with staff to develop standards-based assessments. **Feb:** In progress **February Lessons Learned** Some Grade level PLCs are not effectively utilizing data to prioritize student learning needs. **February Next Steps/Need** Continue working with staff to develop effective PLC habits. Continue to work with staff to access relevant PLC data. Continue to work with staff to develop standards-based assessments. **June:** Continue **June Lessons Learned** Variation exists across grade-level PLCs in how effectively data is leveraged to address specific student learning needs. **June Next Steps/Need** Maintain momentum in coaching staff toward effective PLC practices, emphasizing data-driven decision-making and the development of quality standards-based assessments

Inquiry Area 3: Connectedness

SMART Goal 1: Increase the percent of students who report that it is easy or very easy to "get through something even when I feel frustrated" from 54.42% to 60.0% by 2025, as measured by the Districtwide Survey.

Aligns with District Goal

Formative Measures: Districtwide School Survey

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Facilitate a schoolwide student perseverance strategy when students are faced with difficult/new tasks. **Position Responsible:** Administration **Resources Needed:** Perseverance Posters PD times/schedules Staff Meeting PD calendar **Evidence Level** Level 3: Promising: Creating a positive school climate and culture **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** There is still too much learned helplessness with students. They are still reluctant to try first before asking for assistance. **October Next Steps/Need** Continue to provide PD to staff for the effective implementation of the student perseverance strategies. Continue to create and post student perseverance strategy posters. **Feb:** In progress **February Lessons Learned** There is still too much learned helplessness with students. They are still reluctant to try first before asking for assistance. **February Next Steps/Need** Continue to provide PD to staff for the effective implementation of the student perseverance strategies. Continue to create and post student perseverance strategy posters. **June:** Continue **June Lessons Learned** A primary focus remains on fostering student stamina and building the confidence necessary for learners to engage with tasks independently before seeking help. **June Next Steps/Need** Prioritize ongoing professional development to ensure staff can effectively facilitate student perseverance and productive struggle.