

**Clark County School District**

**Batterman, Kathy L. ES**

**2026-2027 Status Checks with Notes**



**District Approval Date:** August 6, 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/](https://nevadareportcard.nv.gov/DI/nv/clark/kathy_l_batterman_elementary_school/nspf/)

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# 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 2027, as measured by state summative assessments, and reported on the NSPF.

**Formative Measures:** State Summative Assessment AGP data, Nevada School Performance Framework, i-Ready

**Aligns with District Goal**

| Improvement Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>Improvement Strategy 1:</b> 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.</p> <p><b>Position Responsible:</b> Learning Strategists</p> <p><b>Resources Needed:</b> Align Grade Level math fact proficiency targets to Rocket Math Levels (semester 1 and semester 2 targets)<br/>Utilize classroom Math Fact data trackers (Rocket Math) or Teacher Choice<br/>Continue to utilize enVisions Text/Online<br/>Exact Path<br/>Envisions<br/>Rocket Math or Teacher Choice</p> <p><b>Evidence Level</b><br/>Level 3: Promising: enVision Math 2020, Exact Path</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p> | <p><b>Oct:</b></p> <p><b>October Lessons Learned</b><br/>The Math Fact incentive is driving positive engagement, but continuous effort is needed to reach 100% participation.</p> <p><b>October Next Steps/Need</b><br/>Partner with staff to ensure consistent implementation of math interventions, along with routine assessment and reporting of student math fact achievement.</p> <p><b>Feb:</b> No review</p> <p><b>February Lessons Learned</b></p> <p><b>February Next Steps/Need</b></p> <p><b>June:</b></p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b></p> |

## 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.

**Formative Measures:** Teacher feedback, Strategist feedback, PLC Agendas/Minutes

**Aligns with District Goal**

| Improvement Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>Improvement Strategy 1:</b> Expanded Leadership team will provide PLC PD and assistance during GL PLCs</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> PLC times/schedules<br/>PLC+ Template form (Historical)<br/>PLC norms and expectations<br/>Weekly Staff Meeting/PLC PD calendar<br/>PLC Observation Schedule</p> <p><b>Evidence Level</b><br/>Level 2: Moderate: Professional Learning Communities (PLC), Analyze data in PLCs</p> <p><b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1</p> | <p><b>Oct:</b></p> <p><b>October Lessons Learned</b><br/>Some grade-level PLCs require additional support to effectively use data to target student learning needs.</p> <p><b>October Next Steps/Need</b><br/>Partner with staff to strengthen effective PLC practices, streamline access to relevant data, and create high-quality, standards-based assessments.</p> <p><b>Feb:</b> No review</p> <p><b>February Lessons Learned</b></p> <p><b>February Next Steps/Need</b></p> <p><b>June:</b></p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b></p> |

### 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 56.07% to 60.0% by 2027, as measured by the District wide Survey.

**Formative Measures:** District wide School Survey

**Aligns with District Goal**

| Improvement Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>Improvement Strategy 1:</b> Facilitate a schoolwide student perseverance strategy when students are faced with difficult/new tasks.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> Perseverance Posters<br/>PD times/schedules<br/>Staff Meeting PD calendar</p> <p><b>Evidence Level</b><br/>Level 3: Promising: Creating a positive school climate and culture</p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 1</p> | <p><b>Oct:</b></p> <p><b>October Lessons Learned</b><br/>Many students still rely heavily on immediate assistance rather than attempting problems independently.</p> <p><b>October Next Steps/Need</b><br/>Continue offering staff professional development on student perseverance strategies while expanding visible classroom and campus instructional supports.</p> <p><b>Feb:</b> No review</p> <p><b>February Lessons Learned</b></p> <p><b>February Next Steps/Need</b></p> <p><b>June:</b></p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b></p> |