



Clark County School District  
**John R. Beatty ES**  
2021-2022 School Performance Plan:  
A Roadmap to Success

*John R Beatty ES 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 Jennifer Lepore for more information.*

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**Phone:** 702-799-5700

**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>	584	.2%	6.7%	31.2%	7.5%	38.8%	5.0%	11.5%	19%	8.2%	100%
<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>	50.94%	49	35.5%	64.18%	53.5	55.88%	42.2%	42.2%	70.45%
	<b>District</b>	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
<b>2019</b>	<b>School</b>	48.9%	33	26.8%	66.5%	42	56%	39.3%	18.7%	67.6%
	<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	6.1%	33.3%
	<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>	420	417	422
<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
Jennifer Lepore	<b>Principal(s)</b> <i>(required)</i>
Melissa Pulliam	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Domonique Powell, Noel Sawaia, Michael Papushak, Wendy Katz	<b>Teacher(s)</b> <i>(required)</i>
Martha Paris	<b>Paraprofessional(s)</b> <i>(required)</i>
Michelle D'Amico	<b>Parent(s)</b> <i>(required)</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 Board meeting	10/19/21 @ 2:30PM	12	Explanation of the data was appreciated. Project based instruction was mentioned. They felt that their voices were heard throughout the school year.
Parentlink Sent Google Form	10/24/21	500 emails & texts 11 responded	Majority of responses were positive. A few commented that they wanted more hands-on teaching and higher student engagement.



## 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	District Wide Survey Data Panorama Survey Data	Admin. Walk through data Admin. Observations Lesson & Long Range Plans PL @ school and district
<b>Problem Statement</b>	Beatty math growth is significantly below the district and state.		
<b>Critical Root Causes</b>	There continues to be inconsistent use of Tier 1 instruction that was aligned with the Nevada Academic Content Standards paired with the mathematical practices which included rigor, manipulatives and meaningful discourse. There has been inconsistent use of strategies to maximize student engagement during instruction. The use of differentiated instruction that targets student-specific instructional needs. Lack of unwrapping content standards to ensure the depth of each is understood and facilitated by the teacher. Lack of time spent on vertical alignment across the grade levels. If the grade level above can share the academic struggles of their students then each grade level below can have a focus for the next school year. Lack of data collection through formative/ summative assessments with analysis. Teachers have not been using the Math Frameworks to help maximize instructional minutes. Teachers were not utilizing the Achieve the Core Coherence Map to develop long range plans. Lack of instruction in the Math Practices in the application of the content standards.		

#### Part B

Student Success	
<p><b>School Goal:</b> Increase the percent of all students meeting their projected growth (Percent met projection) in Math based on Fall 2020-2021 growth of 17.8% to 40% (Fall to Fall 2021-2022) as measured by MAP Student Growth Summary Report.</p>	<p><b>Aligned to Nevada's STIP Goal: 3</b></p>



**Improvement Strategy: Engage teachers in professional learning of the mathematical practices and application in their classroom. Ensure students have Tier 1 math instruction based on the NVACs.**

**Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2**

**Intended Outcomes:**

- Increase in percentage of students who meet projected growth on MAPs.
- 2/22- We met the projected growth on MAPS
  - To continue w/ growth we will focus on unwrapping standards
  - To continue w/ growth we will focus on data analysis of student learning from our unwrapped standards.

**Action Steps:**

- PLCs will be focused on data analysis, common assessment work, standards work, instructional grouping work, intervention/differentiation of instruction work. During PLCs teachers will have discussions around one or more of these subjects.
- An administrator or strategist will be present at weekly PLCs. They will collect data via a Google Form to determine if PLCs are focused on one or more of these areas.
- 2/22- added specific PLC agendas to focus on data analysis, common assessment work and standards work.
- 2/22- 2 PLC agendas will be used on a monthly basis:
  - Unwrapping the standards
  - Data analysis on assessment from the unwrapped standards.
- 6/22- adjusting our practices to include small group instruction
  - Adding supplemental fact fluency
  - Adjusting long range plans

**Resources Needed:**

- PLC schedule
- Data Tracker
- The Common Core Companion: The Standards Decoded

**Challenges to Tackle:**

- Scheduling
- Time to complete data tracker
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**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

English Learners: Utilize EL strategies including language support in curriculum, Kagan strategies and Whole Brain.

Foster/Homeless: Counselor support as needed. Extra resources provided such as math manipulative, flash cards, books.

Free and Reduced Lunch: Small group differentiated instruction provided as needed to close the achievement gap. ST Math online program to fill in gaps in learning.

Migrant: N/A

Racial/Ethnic Minorities: Small group differentiated instruction provided as needed to close the achievement gap. ST Math online program to fill in gaps in learning.

Students with IEPs: Special Education teachers and General Education teachers will be aware of IEP goals in math and work collaboratively. ST Math online program to fill in gaps in learning.

## 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>	PLC notes/evidence SBAC data MAP data	Anecdotal evidence on school culture and climate Panorama data Staff and family survey data Student growth and achievement data	PLC data School/staff schedules Anecdotal evidence on school culture and climate Panorama data
<b>Problem Statement</b>	<b>We are not consistently using data to drive our instruction and when we do, we think that students aren't able to perform at the rigor of grade level standards so we teach down to students level.</b>		
<b>Critical Root</b>	Staff not using PLC time as data driven instructional planning time.		



Causes	
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## Part B

Adult Learning Culture	
<b>School Goal:</b> Increase the effectiveness of our PLCs from 17% (fall to 34% (winter) to 50% (spring) by 2022 as measured by PLC minutes and data collected by administration	<b>STIP Connection: 2</b>
<b>Improvement Strategy:</b> Strengthen PLCs to ensure data and standards are used to plan instruction. <b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2	
<b>Intended Outcomes:</b> <i>Increased growth across all content areas.</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● PLC agendas and minutes will be maintained.</li><li>● PLCs will be focused on data analysis, common assessment work, standards work, instructional grouping work, intervention/enrichment differentiation of instruction work. During PLCs teachers will have discussions around one or more of these subjects.<ul style="list-style-type: none"><li>○ 2/22- 2 PLC agendas will be used on a monthly basis:<ul style="list-style-type: none"><li>■ Unwrapping the standards</li><li>■ Data analysis on assessment from the unwrapped standards</li></ul></li><li>○ 6/22- continued specific focus at PLCs<ul style="list-style-type: none"><li>■ Data on assessments</li><li>■ Unwrapping a standard</li><li>■ Analyzing data</li><li>■ Essential standard planning</li></ul></li><li>○</li></ul></li><li>● An administrator or strategist will be present at weekly PLCs. They will collect data to determine if PLCs are focused on one or more of these areas</li></ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>PLC schedule</i></li><li>● <i>6th prep or prep buyout for all classroom teachers</i></li></ul>	





- *Data collection sheet*

**Challenges to Tackle:**

- *If/when admin or coach is unable to be present. Data will be collected through PLC minutes.*

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

English Learners: PLC structure will ensure that conversations occur about what is and isn't working for all learners as well as specific student groups.

Foster/Homeless: PLC structure will ensure that conversations occur about what is and isn't working for all learners as well as specific student groups.

Free and Reduced Lunch: PLC structure will ensure that conversations occur about what is and isn't working for all learners as well as specific student groups.

Migrant: n/a

Racial/Ethnic Minorities: PLC structure will ensure that conversations occur about what is and isn't working for all learners as well as specific student groups.

Students with IEPs: PLC structure will ensure that conversations occur about what is and isn't working for all learners as well as specific student groups.



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	Panorama data Districtwide survey data	Districtwide survey data Staff and family survey data	Districtwide survey data Staff and family survey data
<b>Problem Statement</b>	<b>During the pandemic the only interaction that many of our students had was through social media. The lack of in person social interactions has set our students back and is affecting their academics. They frequently feel challenging emotions and are unable to control them.</b>		
<b>Critical Root Causes</b>	<i>The lack of social interactions during the pandemic has set our students back and is affecting their academics.</i>		

### Part B

Connectedness	
<b>School Goal:</b> Increase the percent of students who feel challenging emotions less frequently from 49% (fall) to 53% (winter) to 56% (spring) by 2022 as measured by the Panorama Education Survey.	<b>STIP Connection: 6</b>
<b>Improvement Strategy:</b> <i>Consistent use of class meetings, relationship building and positive office referrals.</i>	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3 (2/22)	
<b>Intended Outcomes:</b> <i>7% increase of students who feel they can handle challenging emotions.</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"> <li>● Panorama survey data is given 3 times a year during fall, winter and spring. School counselor will monitor the data.</li> <li>● Teachers are going to reinforce the use of coping skills through student check ins during morning meetings daily.</li> <li>● School Counselor will teach lessons in classrooms and hold groups to reinforce correct handling of challenging emotions.</li> <li>● 2/22- realized that Panorama survey is not giving us detailed enough information.</li> </ul>	



- Will implement Class meetings into weekly instruction
- Will survey all students to better understand how they are handling challenging emotions.

**Resources Needed:**

- Morning meeting time
- Panorama survey
- 2/22 School wide survey on challenging emotions
- 6/22- successful implementation of class meetings.
- 6/22- continued small group and individual session with the counselor

**Challenges to Tackle:**

- Time for morning meetings
- Teacher implementation
- 2/22 Time for class meetings
- 2/22 Training of staff for class meetings
- 2/22 survey for challenging emotions.

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

English Learners: Utilize EL strategies including language support in curriculum, Kagan strategies and Whole Brain.

Foster/Homeless: Counselor support as needed.

Free and Reduced Lunch: Counselor support as needed.

Migrant: N/A

Racial/Ethnic Minorities: Counselor support as needed.

Students with IEPs: Special Education teachers and General Education teachers will be aware of emotional needs and work together to support students.



## 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)
Strategic Budget	\$3,660,933.22	Staffing, Instructional Support, LEXIA, ST Math, book studies, teacher collaboration, prep buyout , interventionist	Student Success Adult Learning Culture
Title 1	\$ 112,455.00	Class Size reduction teacher, prep buyout-instructional collaboration, prep buyout-PD, substitute collaboration, extra duty-licensed, extra duty licensed- PD	Student Success Adult Learning Culture
At-Risk Students	\$96,033.00	Interventionist	Student Success
English Language Learners	\$43,918.00	Lexia, CTT	Student Success