



Clark County School District

John R. Beatty ES

School Performance Plan: A Roadmap to Success

John R. Beatty ES 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.

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on August 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/cynthia_w_cunningham_elementary_school/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
Jennifer Lepore	Principal(s) (required)
Melissa Pulliam	Other School Leader(s)/Administrator(s) (required)
Domonique Powell, Noel Sawaia, Jennifer Valcho, Wendy Katz	Teacher(s) (required)
Martha Paris	Paraprofessional(s) (required)
<i>Michelle D'Amico</i>	Parent(s) (required)



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
SOT meeting .	8/30/22	At this meeting, parents learned about the increase in MAP Math scores on the Fall Benchmark 2022 as compared to the Fall Benchmark 2021. Parents received information about our PLC practices and how it improves our teacher's instruction. In addition, we shared the current status of student emotions and the steps we are taking to continue to build and improve student emotional status. Parents were able to share questions and concerns.
PTA meeting	9/2022	At this meeting, parents reviewed the overall data of our school and student growth. They also were told about current budgets including Title I. Parents learned about our methods of communication to the community and gave feedback about the data and how families are being partners to our school.
SOT meeting	1/25/2023	At this meeting the community learned about the AB219 law and the impact that it had on our SPP.
SOT meeting	2/7/23	At this meeting, the community will approve the SPP Roadmap, which includes the AB219 specifications for EL students.



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 Data SBAC Data	District Wide Survey Data Social Emotional Survey	Admin. Walk through data Admin. Observations Lesson & Long Range Plans PL @ school and district
<i>Areas of Strength: Percent of students meeting projected growth in MAP Math increased from Fall 2021- Fall 2022</i>			
<i>Areas for Growth: Using targeted data reports for instruction to increase student growth</i>			
Problem Statement	<i>Beatty math growth is significantly below the district and state. *Fewer than 11.53% of our ELs achieved as measured by SBAC ELA and Math *ELs do not have the opportunity to speak and write about content learning at an academic level</i>		



Critical Root Causes	<p>*For all students, including ELs, 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. Additionally, students have had a lack of opportunities throughout the day for extended discourse on grade-level content.</p> <p>AB 219 (a): Identify the root cause of low levels of achievement for ELLs</p> <p>*For all students, including ELs, 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. Additionally, students have had a lack of opportunities throughout the day for extended discourse on grade-level content.</p>
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Part B

Student Success	
<p>School Goal: Increase the percent of all students meeting their projected growth (Percent met projection) in Math based on Fall 2021-2022 growth of 38.7% to 46% (Fall to Fall 2022-2023) as measured by MAP Student Growth Summary Report.</p> <p>AB 219 (c): Attainable quantitative goals and timeline for English Learners:</p> <p>*(Achievement Levels from minimal understanding to partial understanding) Increase the percent of all students in Math from 32% to 40% and for EL students from 21% in 2021-2022 to 32% by 2022-2023, as measured by SBAC Math.</p>	<p>Aligned to Nevada's STIP Goal: 3</p>
<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.</p> <p>AB 219 (b): Plans to address the EL root causes: Ensure that specific academic math content vocabulary is planned and used in facilitation of math instruction to support ELs speaking and writing of math content.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2</p>	
<p>Intended Outcomes:</p> <ul style="list-style-type: none">● Increase in percentage of students who meet projected growth on MAPs.● 2/22- We met the projected growth on MAPS<ul style="list-style-type: none">○ 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.● AB219(c)-Increase the percentage of ELL students who move from minimal to partial understanding from 21% to 32%	
<p>Action Steps:</p> <ul style="list-style-type: none">● 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
- 1/23 - PLC agendas to include vocabulary planning specific to math content.
 - ELs will receive Tier II instruction, 30 minutes daily of targeted interventions

AB 219 (d): Action steps to improve achievement of ELLs, plans to monitor action steps, by whom and how often:

Action Steps to address your root causes: *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. Additionally, students have had a lack of opportunities throughout the day for extended discourse on grade-level content.*

- Math Instructional Coach meets with each grade level bi-weekly to ensure use of strategies.
- Admin will observe math lessons, school wide, to ensure use of extended discourse and vocabulary content instruction.
- Monthly, classroom teachers, in grade level PLCs, will use the Data on Assessment to identify learning outcomes for ELs and allow for reteaching when needed.

AB 219 (e): PL designed to address the needs of ELLs:

- RBG3 Coach will work with the Math Instructional Coach to implement EL professional learning for teachers.
 - 1/23: RPDP & RBG3 presented vocabulary professional learning
 - 1/23: RG3 & Math Instructional Coach presented a Vocabulary Planning template that will be used during the unwrapping of standards and the planning of math instruction.
 - 2/1/23-5/25/23: PLC agenda checks to ensure that math vocabulary is included in each.
- Math Instructional Coach will provide grade level and individualized professional learning based on classroom observations. The classroom observations will focus on speaking and listening of students and will be followed up with specific feedback/ professional learning to improve EL students' engagement in discussions and writing.

Resources Needed:



- PLC schedule
- Vocabulary Lesson Template
- Data Tracker
- The Common Core Companion: The Standards Decoded
- Tier II instruction schedule

Challenges to Tackle:

- Scheduling
- Time to complete data tracker
- Time to plan for each vocabulary lesson

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

English Learners: Utilize EL strategies ULD Discourse structures including language support in curriculum, Kagan strategies and Whole Brain. Intervention groups for speaking and writing meet 30 minutes daily.

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
Data Reviewed	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
<i>Areas of Strength: PLC time has increased and has been focused on standard clarity planning and assessment rigor</i>			
<i>Areas for Growth: PLC can improve at looking at student data on assessments and making instructional changes based on that data.</i>			
Problem Statement	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.		
Critical Root Causes	Staff not using PLC time as data driven instructional planning time.		

Part B

Adult Learning Culture	
School Goal: Increase the effectiveness of our PLCs from 50% (fall to 58% (winter) to 75% (spring) by 2023 as measured by PLC minutes and data collected by administration	STIP Connection: 2
Improvement Strategy: Strengthen PLCs to ensure data and clarity planners are used to plan instruction for all content area standards.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2	



Intended Outcomes: *Increased growth across all content areas.*

Action Steps:

- PLC agendas and minutes will be maintained.
- 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.
 - 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- continued specific focus at PLCs
 - Data on assessments
 - Unwrapping a standard
 - Analyzing data
 - Essential standard planning
 - 1/23 - specific focus on Data driven discussion during PLCs monthly.
 - Data collection that includes sub group evidence (ELs, African American, Special Education...)
- 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

Resources Needed:

- *PLC schedule*
- *6th prep or prep buyout for all classroom teachers*
- *Data collection sheet that includes sub group evidence*
- *PLC agenda and minutes*

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
Data Reviewed	Panorama data Districtwide survey data	Districtwide survey data Staff and family survey data	Districtwide survey data Staff and family survey data
	<i>Areas of Strength: Students are meeting in class meetings to interact with one another and feel part of a community</i>		
	<i>Areas for Growth: Teachers need to use class meetings to help students solve problems and better manage their challenging feelings.</i>		
Problem Statement	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.		
Critical Root Causes	<i>The lack of social interactions during the pandemic has set our students back and is affecting their academics.</i>		

Part B

Connectedness	
School Goal:	Increase the percent of students who feel challenging emotions less frequently from 50% (fall) to 53% (winter) to 56% (spring) by 2023 as measured by the SEL Google Survey (K-5).
STIP Connection: 6	
Improvement Strategy: Consistent use of class meetings, relationship building and positive office referrals.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3 (2/22)	
Intended Outcomes: 7% increase of students who feel they can handle challenging emotions.	
Action Steps:	



- Panorama survey data is given 3 times a year during fall, winter and spring. School counselor will monitor the data.
- Teachers are going to reinforce the use of coping skills through student check ins during morning meetings daily.
- School Counselor will teach lessons in classrooms and hold groups to reinforce correct handling of challenging emotions.
- 2/22- realized that Panorama survey is not giving us detailed enough information.
- 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
- 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	\$233,876.00	Staffing, Instructional Support, LEXIA, ST Math, book studies, teacher collaboration, prep buyout , interventionist	Student Success Adult Learning Culture
Title 1	\$106,080.00	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	\$154,918.54	Additional Teachers, Extra duty-licensed	Student Success
English Language Learners	\$49,674.92	CTT, Prep buyout - instructional collaboration	Student Success
Title III	\$42,660.00	EL Interventionist - 1 hour per day	Student Success