

Clark County School District

Tate, Myrtle ES

2025-2026 Status Checks with Notes



Mission Statement

All Myrtle Tate Tigers will demonstrate...

Respect, Opportunity, Achievement, Responsibility, Integrity, Nurturing, and Growth

Vision

All Myrtle Tate Tigers will demonstrate...

Respect, Opportunity, Achievement, Responsibility, Integrity, Nurturing, and Growth

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/myrtle_tate_elementary_school/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percent of all students who are proficient from 37.2% to 42.2% in ELA and 41.3% to 45.0% in math as measured by the 2025-2026 SBAC.

Aligns with District Goal

Formative Measures: MAP

i-Ready

TSG

PSI

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Differentiated Tier I and Tier II instruction in math and ELA.</p> <p>Position Responsible: Principal</p> <p>Resources Needed: Title I funds for Prep Buyout (PD), general budge funds for PLCs, and district-provided Tier I professional learning on new program enVisions Math Into Reading i-Ready MTSS Strategies</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Administrative observations and Focal Point showed that while differentiated learning was occurring, it was not always aligned specifically to student need, indicating a need to focus on differentiated instruction.</p> <p>October Next Steps/Need Increase professional learning in the area of differentiation.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Inquiry Area 1: Student Success

SMART Goal 2: Decrease student proficiency gap in ELA between the English Learners and English Proficient students from 14.1 percentage points in 2025 to 10 percentage points by 2026, as measured by state summative assessments.

- Aligns with District Goal**
- Formative Measures:** Summit K12
MAP projected proficiency data
Grades and/or classroom assessments

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.</p> <p>Position Responsible: Principal</p> <p>Resources Needed: ULD professional learning series Tier I Monitoring Tool</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned ELLD reports show that 98% of teachers have completed training.</p> <p>October Next Steps/Need Administration will follow-up with teachers needing to complete the training to provide support if needed.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Improvement Strategy 2 Details	Reviews
<p>Improvement Strategy 2: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL).</p> <p>Position Responsible: Principal</p> <p>Resources Needed: FLS instructional materials, QTEL Newcomer Curriculum. Summit K12 FLS and ACLE Look For Tools</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: No Review</p> <p>October Lessons Learned Instructional rounds showed that there was a need for specific support for ELLs in the classroom setting, outside of Tier II supports in place.</p> <p>October Next Steps/Need Summit K-12 will be implemented in Grades 1-5, providing ELLs with 15 minutes of ELL differentiated instruction during Tier I differentiation blocks.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percent of all students who are proficient from 37.2% to 42.2% in ELA and 41.3% to 45.0% in math as measured by the 2025-2026 SBAC.

Aligns with District Goal

Formative Measures: MAP
i-Ready
TSG
PSI

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Implement PD and PLCs for teachers.</p> <p>Position Responsible: Principal</p> <p>Resources Needed: Title I funds for Prep Buyout (PD) and district-provided Tier I professional learning on new programs. Teacher Clarity Guides Pacing Guides i-Ready MAP Data</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 2: Moderate: professional development</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Teachers were not following the PLC model due to a lack of designated time.</p> <p>October Next Steps/Need Prep buyout for PLCs (twice a week) was added to the Strategic Budget and PD on PLCs was provided.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce students identified as chronically absent from 22% in 2024 to 20% in 2026.

Aligns with District Goal

- Formative Measures:** *FocusEd
*Infinite Campus
*Home Visit Reports

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Become more efficient and effective with our Student Support Team's response to and prevention of chronic absenteeism.</p> <p>Position Responsible: Principal</p> <p>Resources Needed: Strategic Budget funds for a counselor, Title I funds for a CIS facilitator, and Strategic Funds for a Student Support Specialist. Professional Learning for Staff. Family Engagement Center</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 4: Demonstrate Rationale: wraparound supports</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned August and September chronic absenteeism data is trending along the same lines of 2024-2025.</p> <p>October Next Steps/Need Additional supports for students "at risk" for chronic absenteeism need to be a focus of the attendance team and teachers.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>June:</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>