



Clark County School District

Myrtle Tate ES

School Performance Plan: A Roadmap to Success

Myrtle Tate 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 MRI CSI TSI ATSI

Our SPP was last updated on 10/10/2024



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/myrtle_tate_elementary_school/2024/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
Sarah Popek	Principal(s) <i>(required)</i>
Jennifer Tarno	Other School Leader(s)/Administrator(s) <i>(required)</i>
Lauren Phenix, Claire McLin, Yahaira Vega	Teacher(s) <i>(required)</i>
Teresa Subira	Paraprofessional(s) <i>(required)</i>
Immunique Brown, Sarah Holstrom, Yolanda Noble, Amanda Huntsman	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>*Add rows as needed</i>	



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	5/17/23	The team reviewed the action steps and made adjustments accordingly. Additional changes will be made based on SBAC results.
SOT	1/31/24	The team reviewed the action steps and based on Winter MAP.
SOT	5/15/24	The team reviewed the action steps and based on Spring MAP.
Leadership Team	5/30/24	Available members of the Leadership Team reviewed the action steps and made adjustments. Additional changes will be made based on SBAC results.
SOT	9/25/24	Adjusted the goals based on current data.
SOT	1/30/25	Adjusted the data based on Winter MAP.
SOT	2/5/25	Approved the School Plan of Operation including the SPP.



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
	SBAC, iReady, MAP	SISP referrals	Observation and walk through data
Data Reviewed	<p><i>Areas of Strength: ELA proficiency increased 6.0%% for grades 3-5 on the 2024 SBAC assessment. Math proficiency increased 4.2% % for grades 3-5 on the 2024 SBAC assessment. In Winter 2024, 47% of students scored above the 40th percentile on Reading MAP, an increase of 7%. In Winter 2024, 47% of students scored above the 40th percentile on Math MAP, an increase 18% from the fall. The school was in the 77th percentile for growth in Math.</i></p>		
	<p><i>Areas for Growth: MGP for Math SBAC decreased from 60.5 to 58.0 and from 49.5 to 49.0 in ELA. Reading growth was significantly lower than math, with the school ranking in the 51st percentile for Reading compared to th 77th in Math.</i></p>		
Problem Statement	<p><i>Based on a review of the data and classroom observation, we will work to improve high-quality Tier I differentiated instruction during Tier I instruction.</i></p>		
Critical Root Causes	<p><i>A lack of high-quality whole group differentiated instruction due to the various academic levels of students based on MAP and SBAC due to a loss of instructional minutes and a focus on new Tier I materials is the root cause.</i></p>		

Part B

Student Success	
<p>School Goal: Increase the percent of all students above the 40th percentile in ELA from 38% to 45% by 2025, and in math from 50% to 55% by 2025 as measured by MAP with Tier I Instruction alignment.</p>	<p>Aligned to Nevada’s STIP Goal: 3</p>



Improvement Strategy: *Differentiated instruction and student discourse in math and ELA.* ;

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

Intended Outcomes: If Professional Learning Communities (PLC) focus on providing high-quality Tier I *differentiated instruction and student discourse in ELA, then students needs will be met through Tier I instruction at a higher level which will support an increase the percent of all students above the 40th percentile in ELA from 38% to 45% by 2025, and in math from 50% to 55% by 2025 as measured by MAP with Tier I Instruction alignment.*

Action Steps:

- The Principal and district will provide professional learning on ELA and Math Tier I and Tier II programs.
- The Read by 3 strategist and K-5 homeroom teachers will collaborate during weekly PLCs using Exact Path, the MAP Learning Continuum and common classroom assessment data to design instruction targeted to students' needs.
- *The Principal will Implement a weekly PD model and conduct ongoing training for homeroom teachers in order to meet differentiated instruction training needs.*
- *All instructional staff will begin LETRS training to improve their knowledge of the science of reading.*
- *Administration and the Read by 3 strategist will conduct monthly walkthroughs using Focal Point to collect data points for Tier I and differentiated instruction to further plan professional development.*

Resources Needed:

- Title I funds for Prep Buyout (PD) and district-provided Tier I professional learning on new program
- enVisions Math
- Into Reading
- Exact Path
- MTSS Strategies

Challenges to Tackle:

- Different areas in need of focus may arise based on achievement data and instructional observations, requiring modifications to the proposed action steps; Professional Learning and Collaboration will be scheduled on a weekly basis.
- Elimination of 19 additional instruction minutes; The master schedule has been realigned to ensure the allocation of academic time. The 21st CCLC program has been expanded to offer additional instruction for students beyond the school day.
- Absenteeism; An intensive incentive program has been developed by the Leadership team (Family engagement, Truancy Officer assistance, student/counselor meetings).

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



English Learners: Students attend the Reading Skills Center for 30 minutes a day, receiving targeted learning support on language and literacy. Students who are new to the country will receive 45 minutes of foundational English instruction.

Foster/Homeless: Identified students receive wrap-around support from the school’s Student Support Team (Counselor, Student Support Advocate, and Communities in Schools Facilitator).

Free and Reduced Lunch: Strategic Budget funds will be used to provide students with all instructional materials needed.

Migrant: N/A

Racial/Ethnic Minorities: Students attend the Reading Skills Center for 30 minutes a day, receiving targeted learning support on language and literacy.

Students with IEPs: The Special Education team will align the resource room schedule with the master schedule to minimize services provided during the Tier I instructional block so that students receive grade level instruction and then resource room support during differentiated blocks.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
	Focus on differentiated instruction	Focus on collaboration during PLC	Observation and walk through data
Data Reviewed	<i>Areas of Strength: ELA proficiency increased 9.5% for grades 3-5 on the 2024 SBAC assessment. Math proficiency increased 14.3% for grades 3-5 on the 2024 SBAC assessment. In the spring, 38% of students scored above the 40th percentile on Reading MAP. In the spring, an increase of 2% from the fall, 50% of students scored above the 40th percentile on Math MAP, an increase 19% from the fall.</i>		
	<i>Areas for Growth: Ready by Grade 3 proficiency was at 27.5% (below district average of 39.5%). Only 38% of students were above the 40th percentile in Reading MAP, which is slightly below our school-wide ELA goal.</i>		



Problem Statement	<i>Based on a review of the data and classroom observation, we will work to improve high-quality Tier I whole groups and differentiated instruction during Tier I instruction.</i>
Critical Root Causes	<i>A lack of high-quality whole group differentiated instruction due to the various academic levels of students based on MAP and SBAC is the root cause. The PLC model has not been aligned to the Teaching Learning Cycle.</i>

Part B

Adult Learning Culture	
<p>School Goal: Increase the percent of all students above the 40th percentile in ELA from 38% to 45% by 2025, and in math from 50% to 55% by 2025 as measured by MAP with Tier I Instruction alignment.</p>	<p>STIP Connection: 3</p>
<p>Improvement Strategy: <i>Implement PD for teachers and classroom walkthroughs.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>PD - 2</i></p>	
<p>Intended Outcomes: <i>If Professional Learning (PL) focuses on the Science of Reading, then students needs will be met through Tier I instruction at a higher level which will support an increase the percent of all students above the 40th percentile in ELA from 38% .</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● The Principal and district will provide professional learning on ELA and Math Tier I and Tier II programs. ● Teachers will be meeting twice a week for PLCs focused on the Teaching Learning Cycle. ● The Read by 3 strategist and K-5 homeroom teachers will collaborate during weekly PLCs using Exact Path, the MAP Learning Continuum and common classroom assessment data to design instruction targeted to students’ needs. ● <i>The Principal will Implement a weekly PD model and conduct ongoing training for homeroom teachers in order to meet differentiated and discourse training needs.</i> ● <i>All instructional staff will begin LETRS training to improve their knowledge of the science of reading.</i> ● <i>Administration and the Read by 3 strategist will conduct monthly walkthroughs using Focal Point to collect data points for Tier I and differentiated instruction to further plan professional development.</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Title I funds for Prep Buyout (PD) and district-provided Tier I professional learning on new programs. ● Teacher Clarity Guides 	



- Pacing Guides
- Exact Path
- MAP Data

Challenges to Tackle:

- Time to master the Tier I instructional materials; Teachers will be provided with prep buyout for Professional Learning and PLCs.
- Allocating a sufficient amount of time to complete synchronous and asynchronous LETRS training; Teachers will be provided with prep buyout for Professional Learning and PLCs.

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

English Learners: The SSAs will provide professional learning for all staff members on effective ELL strategies..

Foster/Homeless: The Student Success Advocate and CIS facilitator will provide professional learning on SEL resources and strategies to support students in crisis.

Free and Reduced Lunch: The Student Success Advocate and CIS facilitator will provide professional learning on supports available to low income families.

Migrant: N/A

Racial/Ethnic Minorities: Professional learning will be provided by the district on Cultural Competency.

Students with IEPs: The SEIF will provide professional learning to all staff members on accommodations and modifications.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	SISP referral.	Staff responses in CCSD survey.	Family responses in CCSD survey.
	<i>Areas of Strength: A reduction of Chronic Absenteeism from 48% to 31%. Chronic absenteeism as of 1/31/25 was 25.1%</i>		
	<i>Areas for Growth: Chronic absenteeism was still 31% for 2023-24.</i>		
Problem Statement	<i>Students missing a significant amount of days and therefore do not receive Tier I instruction or Tier II supports.</i>		
Critical Root Causes	<i>Students and families are not engaged and do not see the impact of regular absences.</i>		

Part B

Connectedness	
School Goal: <i>Reduce students identified as chronically absent from 31% in 2024 to 25% in 2025.</i>	STIP Connection: 6
Improvement Strategy: <i>Become more efficient and effective with our Student Support Team's response to and prevention of chronic absenteeism.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>wraparound supports - 4</i>	
Intended Outcomes: <i>If the Student Support Team and teachers increase connectedness with families, then students will be more likely to attend school which will cause a decrease in absenteeism.</i>	
Action Steps: <ul style="list-style-type: none"> • <i>The school will continue a comprehensive school-wide attendance incentive plan.</i> • <i>The Student Support Team will review the attendance data weekly, develop caseloads, and provide wrap-around supports accordingly.</i> 	



- *The Student Support Team will continue to provide wrap around support for all students.*
- *The Attendance Officer will complete home visits for students at risk for chronic absenteeism when we are unable to contact by other means.*
- *The Parent Teacher Home Visit team will complete home visits using the PTHV model.*

Resources Needed:

- *Strategic Budget funds for a counselor, Title I funds for a CIS facilitator, and Strategic Funds for a BoysTown Student Support Specialist.*
- *Professional Learning for Staff.*
- *Attendance Officer.*
- *Family Engagement Center*

Challenges to Tackle:

- *Absenteeism; An intensive incentive program has been developed by the Leadership team (Family engagement, Attendance Officer, student/counselor meetings).*
- *Parents/guardians may not be willing to comply if the need for outside resources and support are determined; The Student Support Team will conduct home visits to better connect with families.*

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

English Learners: The SSAs will meet with ELL families once a semester to provide them with supports and resources. The Family Engagement Center will offer ESL classes to all adults.

Foster/Homeless: Identified families will receive wrap-around support from the school's Student Support Team (Counselor, Student Support Advocate, and Communities in Schools Facilitator).

Free and Reduced Lunch: Identified families will receive wrap-around support from the school's Student Support Team (Counselor, Student Support Advocate, and Communities in Schools Facilitator).

Migrant: N/A

Racial/Ethnic Minorities: Teacher Home Visits will be made with families to better engage them in their child's education and strengthen the home-school relationship.

Students with IEPs: Students in self-contained classes will be assigned to different general education classes for specials so that there is more opportunity for interactions with like-aged peers.





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)
EL	\$738,877.25	Staffing, reading center, tutoring, and PreK	Student Success, Adult Learning Culture, Connectedness
At-Risk	\$416,408.99	Staffing, reading center, tutoring, and PreK	Student Success, Adult Learning Culture, Connectedness
Gen Fun Carryforward	\$142,305.53	Supplies and Extra Duty pay for PL	Student Success, Adult Learning Culture, Connectedness
At-Risk Carryforward	\$176,139.79	Extra Duty pay to Supplement 21st CCLC programing, funding/replacement for ExactPath	Student Success, Adult Learning Culture, Connectedness
ELL Carryforward	\$165,050.03	Extra Duty pay to Supplement 21st CCLC programing, funding/placement for Lexia	Student Success, Adult Learning Culture, Connectedness
Title I	\$328,104	Staffing, PL, Student Services, Parent Engagement	Student Success, Adult Learning Culture, Connectedness