

# Clark County School District

## Tate, Myrtle ES

### 2025-2026 Status Checks with Notes



**District Approval Date:** February 24, 2026

# 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/](https://nevadareportcard.nv.gov/DI/nv/clark/myrtle_tate_elementary_school/nspf/)

# Table of Contents

Inquiry Areas ..... 4

    Inquiry Area 1: Student Success ..... 4

    Inquiry Area 2: Adult Learning Culture ..... 8

    Inquiry Area 3: Connectedness ..... 10

# 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><b>Improvement Strategy 1:</b> Differentiated Tier I and Tier II instruction in math and ELA.</p> <p><b>Position Responsible:</b> Principal</p> <p><b>Resources Needed:</b> 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><b>Schoolwide and Targeted Assistance Title I Elements:</b>  2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b></p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b>  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><b>October Next Steps/Need</b>  Increase professional learning in the area of differentiation.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b>  Now: Winter MAP data showed a 16% increase in students at or above the 41st percentile (from 36% in the fall to 52% in the winter) in Reading and a 15% increase of (from 38% in the fall to 53% in the winter).</p> <p><b>February Next Steps/Need</b>  Next: Provide differentiated professional learning and support for teachers who are in the low growth-low achievement quadrant.</p> <p>Need: Substitute coverage so that peero observations and co-teaching between lower and higher performing teachers can occur.</p> <p><b>June:</b></p> <p><b>June Lessons Learned</b>  Now: Spring MAP data showed a 15% increase in students at or above the 41st percentile (from 36% in the fall to 51% in the spring) in Reading and a 14% increase of (from 38% in the fall to 52% in the spring).</p> <p><b>June Next Steps/Need</b>  Next: Provide professional learning on Tier I and Tier II differentiation to increase overall achievement and growth.</p> <p>Need: Dedicated professional learning time during pre-service training, SDD, or preparation periods (using prep buyout funding).</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><b>Improvement Strategy 1:</b> AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.</p> <p><b>Position Responsible:</b> Principal</p> <p><b>Resources Needed:</b> ULD professional learning series            Tier I Monitoring Tool</p> <p><b>Evidence Level</b></p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b>            ELLD reports show that 98% of teachers have completed training.</p> <p><b>October Next Steps/Need</b>            Administration will follow-up with teachers needing to complete the training to provide support if needed.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b>            ELLD reports show that 98% of teachers have completed training (a new teacher was added, keeping the percentage the same).</p> <p><b>February Next Steps/Need</b>            Next: Administration will follow-up with the teachers needing to complete the training.            Need: Support as needed.</p> <p><b>June:</b></p> <p><b>June Lessons Learned</b>            ELLD reports show that 100% of teachers have completed training (a new teacher was added, keeping the percentage the same).</p> <p><b>June Next Steps/Need</b>            Next: Administration ensure that new teachers complete the training.            Need: Support as needed.</p>

Improvement Strategy 2 Details	Reviews
<p><b>Improvement Strategy 2:</b> Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL).</p> <p><b>Position Responsible:</b> Principal</p> <p><b>Resources Needed:</b> FLS instructional materials, QTEL Newcomer Curriculum. Summit K12 FLS and ACLE Look For Tools</p> <p><b>Evidence Level</b></p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> 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><b>October Next Steps/Need</b> 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><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b> Students in Grades 1-5 completed 5,003 lessons over 299 sessions on Summit K-12.</p> <p><b>February Next Steps/Need</b> Next: Continue providing more support for primary grade students (1st and 2nd) to increase their use of the program.  Need: Additional blocks of time with strategists supervising the use of Summit K-12 in Grades 1 and 2.</p> <p><b>June:</b></p> <p><b>June Lessons Learned</b> Students in Grades 1-5 completed 6,536 lessons over 539 sessions on Summit K-12.</p> <p><b>June Next Steps/Need</b> Next: Provide professional learning on the updated version of Summit K-12 so that teachers can better monitor their students' use and growth.  Need: Allocated Tier II blocks for student use of Summit K-12 and time for professional learning.</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><b>Improvement Strategy 1:</b> Implement PD and PLCs for teachers.</p> <p><b>Position Responsible:</b> Principal</p> <p><b>Resources Needed:</b> 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><b>Schoolwide and Targeted Assistance Title I Elements:</b>  2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b>  Level 2: Moderate: professional development</p> <p><b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b>  Teachers were not following the PLC model due to a lack of designated time.</p> <p><b>October Next Steps/Need</b>  Prep buyout for PLCs (twice a week) was added to the Strategic Budget and PD on PLCs was provided.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b>  Now: Winter MAP data showed a 16% increase in students at or above the 41st percentile (from 36% in the fall to 52% in the winter) in Reading and a 15% increase of (from 38% in the fall to 53% in the winter).</p> <p><b>February Next Steps/Need</b>  Next: Address grade levels with low growth and/or low achievement (Kindergarten and 1st Grade) during PLCs.</p> <p>Need: Funding for PLC Prep buyouts.</p> <p><b>June:</b></p> <p><b>June Lessons Learned</b>  Now: Spring MAP data showed a 15% increase in students at or above the 41st percentile (from 36% in the fall to 51% in the spring) in Reading and a 14% increase of (from 38% in the fall to 52% in the spring).</p> <p><b>June Next Steps/Need</b>  Next: Provide professional learning on PLC protocols and best practices.</p> <p>Need: Funding for PLC Prep buyouts.</p>

### **Inquiry Area 3: Connectedness**

**SMART Goal 1:** Reduce students identified as chronically absent from 22% in 2025 to 20% in 2026.

#### **Aligns with District Goal**

**Formative Measures:** \*FocusEd

\*Infinite Campus

\*Home Visit Reports

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Become more efficient and effective with our Student Support Team's response to and prevention of chronic absenteeism.</p> <p><b>Position Responsible:</b> Principal</p> <p><b>Resources Needed:</b> 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><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b> Level 4: Demonstrate Rationale: wraparound supports</p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> August and September chronic absenteeism data is trending along the same lines of 2024-2025.</p> <p><b>October Next Steps/Need</b> Additional supports for students "at risk" for chronic absenteeism need to be a focus of the attendance team and teachers.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b> While Chronic Absenteeism was trending along the same lines as 2024-25 during the first semester, there was a sudden increase in absenteeism after winter break to 29.1%</p> <p><b>February Next Steps/Need</b> Next: Classroom teachers and the Attendance Team need to focus on the students who had a recent increase in absenteeism to offer support and resources.</p> <p>Need: None at this time.</p> <p><b>June:</b></p> <p><b>June Lessons Learned</b> Chronic Absenteeism was at 27.8% at the end of the year, compared to 26.8% in May 2025.</p> <p><b>June Next Steps/Need</b> Next: Additional supports for students "at risk" for chronic absenteeism need to be a focus of the attendance team and teachers.</p> <p>Need: None at this time.</p>

### **Inquiry Area 3: Connectedness**

**SMART Goal 2:** Reduce the suspension rate (including RPCs) for students from 10% of disciplinary actions to 8% of disciplinary actions during the 2025-2026 school year, as measured by school-wide behavior data.

**Aligns with District Goal**

**Formative Measures:** TFI 3.0 and School Wide Behavior Data

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the Tiered Fidelity Inventory (TFI) 3.0.</p> <p><b>Position Responsible:</b> Admin/ PBIS Leadership Team</p> <p><b>Resources Needed:</b> PBIS Leadership Team, TFI 3.0 Data</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6</p> <p><b>Evidence Level</b> Level 1: Strong: PBIS</p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 2</p>	<p><b>Oct:</b> Implemented</p> <p><b>October Lessons Learned</b> Implemented for January 2026</p> <p><b>October Next Steps/Need</b> Continue process.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b> Protocols followed for TFI 3.0</p> <p><b>February Next Steps/Need</b> Next: Utilize the Student Support Team to provide more intense services for students who have chronic classroom managed behaviors in order to prevent future and more serious offenses.</p> <p>Need: Meet with teachers to indentify students who need additional behavioral supports.</p> <p><b>June:</b></p> <p><b>June Lessons Learned</b> Implemented strategies identified through TFI 3.0/</p> <p><b>June Next Steps/Need</b> Next: Utilize the Student Support Team to provide more intense services for students who have chronic classroom managed behaviors in order to prevent future and more serious offenses.</p> <p>Need: Meet with teachers to indentify students who need additional behavioral supports.</p>