Clark County School District

Tate, Myrtle ES

2025-2026 School Improvement Plan

Title I, ATSI

Mission Statement

All Myrtle Tate Tigers will demonstrate…

Respect, **O**pportunity, **A**chievement, **R**esponsibility, **I**ntegrity, **N**urturing, and **G**rowth

Vision

All Myrtle Tate Tigers will demonstrate…

Respect, **O**pportunity, **A**chievement, **R**esponsibility, **I**ntegrity, **N**urturing, and **G**rowth

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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Comprehensive Needs Assessment

Revised/Approved: May 21, 2025

Student Success

Student Success 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. In Spring 2025, 51% of students scored above the 40th percentile on Math MAP, an increase 22% from the fall.

Student Success 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 77th in Math. In Spring 2025, only 41% of students were above the 40th percentile on Reading MAP, only a 3% gain from the fall.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Even though teachers are trained on strategies to support ELs, newcomers often feel isolated in their classrooms.	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.

Student Group	Challenge	Solution
Foster/Homeless	Students often have SEL needs due to the trauma of their living situation which negatively impacts their learning and social skills.	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	Students often lack the basic needs (supplies, clothing, etc.) to be successful.	Strategic Budget funds will be used to provide students with all instructional materials needed. Identified students receive wrap-around support from the school's Student Support Team (Counselor, Student Support Advocate, and Communities in Schools Facilitator).
Racial/Ethnic Minorities	Students often lack the basic needs (supplies, clothing, etc.) to be successful. They also may feel isolated socially.	Students attend the Reading Skills Center for 30 minutes a day, receiving targeted learning support on language and literacy.
Students with IEPs	Student lack access to Tier I instruction based on their needs.	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.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 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.

Critical Root Cause: 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.

Adult Learning Culture

Adult Learning Culture 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. In Spring 2025, 51% of students scored above the 40th percentile on Math MAP, an increase 22% from the fall.

Adult Learning Culture Areas for Growth

Ready by Grade 3 proficiency, based on 2024 SBAC, was at 27.5% (below district average of 39.5%). Only 41% of students were above the 40th percentile in Reading MAP, which is slightly below our school-wide ELA goal.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teachers lack training on effect EL strategies, especially students who are newcomers.	The SSAs will provide professional learning for all staff members on effective ELL strategies..
Foster/Homeless	Teachers lack training on effective SEL strategies. Also, they find difficulty in balancing time allocated for academics with time for SEL support/education.	The Student Success Advocate and CIS facilitator will provide professional learning on SEL resources and strategies to support students in crisis.

Student Group	Challenge	Solution
Free and Reduced Lunch	Teachers lack training on effective instructional strategies and resources available for low-income students.	The Student Success Advocate and CIS facilitator will provide professional learning on supports available to low income families.
Migrant/Title1-C Eligible		N/A
Racial/Ethnic Minorities	Teachers lack training on cultural competence and often have biases that impact instruction and their interactions with students.	Professional learning will be provided by the district on Cultural Competency.
Students with IEPs	Teachers lack training on instructional strategies for students with special needs and/or those who have suspected disabilities.	The SEIF will provide professional learning to all staff members on accommodations and modifications.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): 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.
Critical Root Cause: 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. In addition, PL time has been primarily allocated for required LETRS training, greatly reducing the opportunity for other areas of focus.

Connectedness

Connectedness Areas of Strength

A reduction of Chronic Absenteeism 31% during the 2023-2024 school year to 25% in the 2024-2025 school year. The school established an Attendance Team that met every morning to review students with continuous absences and or at-risk for chronic absenteeism. The team would either make follow-up calls and/or home visits. The attendance officer made 143 home visits, often accompanies by our Student Support Team.

Connectedness Areas for Growth

Chronic absenteeism was still 25% for 2024-25 school year.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Many of the families are undocumented, making them feel unsure about formally engaging in school supports.	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	Families have challenges accessing resources designed to help them be successful.	Identified families will receive wrap-around support from the school's Student Support Team (Counselor, Student Support Advocate, and Communities in Schools Facilitator).

Student Group	Challenge	Solution
Free and Reduced Lunch	Families have challenges accessing resources designed to help them be successful.	Identified families will receive wrap-around support from the school's Student Support Team (Counselor, Student Support Advocate, and Communities in Schools Facilitator).
Migrant/Title1-C Eligible		N/A
Racial/Ethnic Minorities	Families have challenges accessing resources designed to help them be successful and obtain basic needs. Many of the families are undocumented, making them feel unsure about formally engaging in school supports.	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 often feel separated from their peers due to the services being provided.	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.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students missing a significant amount of days and therefore do not receive Tier I instruction or Tier II supports.
Critical Root Cause: Students and families are not engaged and do not see the impact of regular absences.

Priority Problem Statements

Problem Statement 1: 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.

Critical Root Cause 1: 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.

Problem Statement 1 Areas: Student Success

Problem Statement 2: 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.

Critical Root Cause 2: 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. In addition, PL time has been primarily allocated for required LETRS training, greatly reducing the opportunity for other areas of focus.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Students missing a significant amount of days and therefore do not receive Tier I instruction or Tier II supports.

Critical Root Cause 3: Students and families are not engaged and do not see the impact of regular absences.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- Curriculum Based Measures
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- WIDA ACCESS for ELLs
- WIDA Screener
- Other
    - FocusEd Attendance Data, SISP referrals, observation, walkthrough data

Adult Learning Culture

- Lesson Plans
- Master schedule
- Professional learning communities (PLC) data/agenda/notes
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Behavior
- Enrollment
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Other
    - SISP referrals, FocusEd Attendance Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percent of all students above the 40th percentile in ELA from 41% to 45% by 2026, and in math from 51% to 55% by 2026 as measured by MAP with Tier I Instruction alignment.

> **Formative Measures:** MAP
> i-Ready
> TSG
> PSI
>
> **Aligns with District Goal**

	Improvement Strategy 1 Details				Reviews	

Improvement Strategy 1: Differentiated instruction and student discourse in math and ELA.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Status Check		EOY Reflection
				Oct	**Feb**	**June**
1	The school administration and district will provide professional learning on ELA and Math Tier I and Tier II programs.	Principal, AP	August 2025-May 2026	No review	No review	
2	The Read by 3 strategist and K-5 homeroom teachers will collaborate during weekly PLCs using i-Ready, the MAP Learning Continuum and common classroom assessment data to design instruction targeted to students' needs.	RBG3, Teachers	August 2025-May 2026			
3	The principal will implement a weekly PD model and conduct ongoing training for homeroom teachers in order to meet differentiated instruction training needs.	Principal	August 2025-May 2026			
4	All instructional staff will begin LETRS training to improve their knowledge of the science of reading.	Principal, AP, RBG3, Teachers	August 2025-May 2026			
5	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.	Principal, AP, RBG3	August 2025-May 2026			

Position Responsible: Principal
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

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: 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. **Critical Root Cause**: 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.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percent of all students above the 40th percentile in ELA from 41% to 45% by 2026, and in math from 51% to 55% by 2026 as measured by MAP with Tier I Instruction alignment.

> **Formative Measures:** MAP
> i-Ready
> TSG
> PSI
>
> **Aligns with District Goal**

	Improvement Strategy 1 Details			Reviews		

Improvement Strategy 1: Implement PD for teachers and classroom walkthroughs.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Status Check		EOY Reflection
				Oct	Feb	June
1	The school administration and district will provide professional learning on ELA and Math Tier I and Tier II programs.	Principal, AP, CPD	August 2025-May 2026	No review	No review	
2	Teachers will be meeting twice a week for PLCs focused on the Teaching Learning Cycle.	Principal, AP, Grade Level Leads	August 2025-May 2026			
3	The Read by 3 strategist and K-5 homeroom teachers will collaborate during weekly PLCs using i-Ready, the MAP Learning Continuum and common classroom assessment data to design instruction targeted to students' needs.	Principal, AP, RBG3, Teachers	August 2025-May 2026			
4	The principal will implement a weekly PD model and conduct ongoing training for homeroom teachers in order to meet differentiated and discourse training needs	Principal	August 2025-May 2026			
5	All instructional staff will begin LETRS training to improve their knowledge of the science of reading.	Principal, AP, RBG3, Teachers	August 2025-May 2026			
6	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.	Principal, AP, RBG3	August 2025-May 2026			

Position Responsible: Principal

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

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 2: Moderate: professional development

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: 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.   **Critical Root Cause**: 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. In addition, PL time has been primarily allocated for required LETRS training, greatly reducing the opportunity for other areas of focus.

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce students identified as chronically absent from 25% in 2024 to 20% in 2026.

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

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Become more efficient and effective with our Student Support Team's response to and prevention of chronic absenteeism.					**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**		**Oct**	**Feb**	**June**
					No review	No review	
1	The school will continue a comprehensive school-wide attendance incentive plan.	Principal	August 2025- May 2026				
2	The Student Support Team will continue to provide wrap around support for all students.	Counselor, CIS, SSA	August 2025- May 2026				
3	The Attendance Team will complete home visits for students at risk for chronic absenteeism when we are unable to contact by other means.	Counselor, CIS, SSA	August 2025- May 2026				
4	The Parent Teacher Home Visit team will complete home visits using the PTHV model.	Teachers	August 2025- May 2026				

Position Responsible: Principal

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

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 4: Demonstrate Rationale: wraparound supports

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Students missing a significant amount of days and therefore do not receive Tier I instruction or Tier II supports.   **Critical Root Cause**: Students and families are not engaged and do not see the impact of regular absences.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The School Leadership Team meets after each of the MAP assessment windows and after receiving SBAC results to review the data and identify areas of need and strength. This team is comprised of the administration, grade level lead teachers, and representatives from the special education and specialist departments. In addition, the SOT reviews the data at meetings in August, January, and May to review the data and identify areas of need and strength, allowing additional staff and parent/guardian representatives to provide input.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The School Operational Team (SOT), which includes staff and parents meets twice in the fall to review the plans and provide feedback for making revisions. In addition, additional stakeholder feedback is gathered during Title I meetings and other school events.

2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

2.3: Available to parents and community in an understandable format and language

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5: Increased learning time and well-rounded education

Title I funding is used to reduce class sizes in Kindergarten and 5th Grade, increase student support with Teacher Family Assistants, address SEL needs with Communities and Schools, and provide other wrap around services such as Future Smiles.

2.6: Address needs of all students, particularly at-risk

Title I funds are used to reduce class sizes, add student supports (TFAs and CIS Facilitator), and address basic needs such as dental services. Title I funding is also used to provide teachers with weekly PL on strategies to meet the needs of students and to conduct PLCs.

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

4.2: Offer flexible number of parent involvement meetings

The school utilizes the Family Engagement Center housed at the school to provide assistant, resources, and adult learning for all school community members. In addition, the school host parent involvement opportunities such as Breakfast with Books that are offered at varied times and always with translation.

5.1: Determine which students will be served by following local policy

N/A

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$4,819,580.19	Staffing and general supplies	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	$416,408.99	Staffing, reading center, and tutoring	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	$738,877.25	Staffing, reading center, and tutoring	Student Success, Adult Learning Culture, Connectedness
General Carry Forward	$142,305.53	General supplies	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Carry Forward	$176,139.79	Extra Duty pay to Supplement 21st CCLC programing, funding/replacement for ExactPath	Student Success, Adult Learning Culture, Connectedness
EL Weighted Carry Forward	$165,050.03	Extra Duty pay to Supplement 21st CCLC programing, funding/placement for Lexia	Student Success, Adult Learning Culture, Connectedness
Title IA	$328,104	Staffing, PL, Student Services, Parent Engagement	Student Success, Adult Learning Culture, Connectedness

School Continuous Improvement Team

Team Role	Name	Position
Parent Representative	Amanda Hunstman	Parent
Parent Representative	Yolanda Noble	Parent
Parent Representative	Sarah Holstrum	Parent
Parent Representative	Immunique Brown	Parent
Support Staff Representative	Teresa Subira	Support Staff
Teacher Representative	Yahaira Vega	Teacher
Teacher Representative	Claire McLin	Teacher
Teacher Representative	Lauren Phenix	Teacher
CI Team Lead	Sarah Popek	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	May 2025	End of Year Reflection