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.

Principal: Sarah Popek
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Phone: 702-799-7360
School Designations: ☑ **Title I**   ☐ **CSI**   ☐ **TSI**   ☑ **TSI/ATSI**

Our SPP was last updated on October 26, 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/myrtle_tate_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
Sarah Popek	**Principal(s)** *(required)*
Jennifer Tarno	**Other School Leader(s)/Administrator(s)** *(required)*
Lauren Phenix, Dawn Harris, Elissa Isham, Claire McLin	**Teacher(s)** *(required)*
Teresa Subira	**Paraprofessional(s)** *(required)*
Rena Coote, Tania Hernandez, Luz Leal, Surrah Brooks, Jessica Aguilar, Jaylyn Neal-Cage	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*
Add rows as needed	

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
Title I Annual Meeting	9/9/22	Families were happy with the services provided by the school.
SOT	9/13/22	Staff and parents were happy to see the NSPF Growth and agreed that the action steps should be continued.
SOT	10/26/22	The team reviewed the drafted SPP and supported the continuation of established action steps.

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	SBAC, iReady, MAP	SISP referrals	Observation and walk through data
	Areas of Strength: ELA proficiency increased 9.5% for grades 3-5 on the SBAC assessment. Math proficiency increased 14.3% for grades 3-5 on the SBAC assessment.		
	Areas for Growth: Ready by Grade 3 proficiency was at 27.5% (below district average of 39.5%).		
Problem Statement	*Based on a review of the data and classroom observation, we will work to improve differentiated instruction during Tier I instruction.*		
Critical Root Causes	*A lack of differentiated instruction due to the various academic levels of students based on MAP, SBAC and iReady is the root cause.*		

Part B

Student Success	
School Goal: Increase the percent of all students proficient in ELA from 29.3% to 40% by 2023, and in math from 30.3% to 40% by 2022 as measured by state summative assessments.	**Aligned to Nevada's STIP Goal:** *3*
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 *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 i*ncrease in ELA from 29.3% to 40% by 2023, and in math from 30.3% to 40% by 2022 as measured by state summative assessments.

Action Steps:
- The Read by 3 strategist and K-5 homeroom teachers will collaborate during weekly PLCs using iReady, the MAP Learning Continuum and common classroom assessment data to design instruction targeted to students' needs.
- *The Principal will Implement a daily PD model and conduct ELL training for homeroom teachers in order to meet differentiated and discourse training needs.*
- *Administration and the Read by 3 strategist will conduct monthly walk throughs to collect data points for student discourse and differentiated instruction to further plan professional development.*

Resources Needed:
- Title I funds for Prep Buyout (PD) and Strategic Budget (ELL) funds for extended day.

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.

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.

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

Free and Reduced Lunch: Students attend 19 additional minutes of the instructional day through the Zoom Schools model (still in place despite a funding change).

Migrant: N/A

Racial/Ethnic Minorities: Students attend 19 additional minutes of the instructional day through the Zoom Schools model (still in place despite a funding change).

Students with IEPs: Students attend 19 additional minutes of the instructional day through the Zoom Schools model (still in place despite a funding change).

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	Focus on differentiated instruction	Focus on collaboration during PLC	Observation and walk through data
	Areas of Strength: ELA proficiency increased 9.5% for grades 3-5 on the SBAC assessment. Math proficiency increased 14.3% for grades 3-5 on the SBAC assessment.		
	Areas for Growth: Ready by Grade 3 proficiency was at 27.5% (below district average of 39.5%).		
Problem Statement	*Based on a review of the data and classroom observation, we will work to improve differentiated instruction during Tier I instruction.*		
Critical Root Causes	*A lack of differentiated instruction due to the various academic levels of students based on MAP, SBAC and iReady is the root cause.*		

Part B

Adult Learning Culture	
School Goal: Increase the percent of all students proficient in ELA from 29.3% to 40% by 2023, and in math from 30.3% to 40% by 2022 as measured by state summative assessments.	**STIP Connection:** *3*
Improvement Strategy: *Implement PD for teachers and classroom walkthroughs.*	

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: PD - 2*
Intended Outcomes: Increase in student discourse in the classroom
Action Steps: ● *Implement a weekly professional development model for instructional staff (licensed teachers and instructional support staff) in order to meet student discourse training needs.* ● *Conduct monthly walk throughs to collect data on student discourse to further plan and provide professional development.*
Resources Needed: ● Title I funds for Prep Buyout (PD) and Strategic Budget (ELL) funds for extended day.
Challenges to Tackle: ● Allocating a sufficient amount of time to all areas of need (data review, instructional planning, curriculum PD, etc.).
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
EEnglish Learners: Students attend the Reading Skills Center for 30 minutes a day, receiving targeted learning support on language and literacy. Foster/Homeless: Identified students receive wrap-around support from the school's Student Support Team (Counselor, Boys Town School Support Specialist, and Communities in Schools Facilitator). Free and Reduced Lunch: Students attend 19 additional minutes of the instructional day through the Zoom Schools model (still in place despite a funding change). Migrant: N/A Racial/Ethnic Minorities: Students attend 19 additional minutes of the instructional day through the Zoom Schools model (still in place despite a funding change).

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.
	Areas of Strength: SISP referrals decreased 8% from 2021 to 2022 for student behavior needs.		
	Areas for Growth: SIPS referrals for the beginning of the school year increased by 10% over year-to-date.		
Problem Statement	*Students are exhibiting behaviors due to a lack of social skills and coping strategies.*		
Critical Root Causes	*Students are still recovering from distance learning as students did not have structure, socialization, and wrap-around supports that are normally provided at school.*		

Part B

Connectedness	
School Goal: *Increase the amount of individual and small group SEL lessons provided by the Student Support Team (counselor, BoysTown, CIS), by 25%.*	**STIP Connection:** *6*
Improvement Strategy: *Become more efficient and effective with our Student Support Team.* **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: wraparound supports - 4*	
Intended Outcomes: Provide students with the tools needed to improve social skills and coping strategies.	
Action Steps: ● *A Google Form will be created for teachers to submit referrals for Student Support.* ● *The Student Support Team will review the submissions weekly, develop caseloads, and provide wrap-around supports accordingly.* ● *The Student Support Team will communicate with the classroom teacher to determine if improvements have been made.*	

Resources Needed:
- *Strategic Budget funds for a counselor, Title I funds for a CIS facilitator, and Strategic Funds for a BoysTown Student Support Specialist.*

Challenges to Tackle:
- *Parents/guardians may not be willing to comply if the need for outside resources and support are determined.*

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

English Learners: Students attend the Zoom Reading Center for 30 minutes a day, receiving targeted learning support on language and literacy.

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

Free and Reduced Lunch: Students attend 19 additional minutes of the instructional day through the Zoom Schools model.

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Students with IEPs: Students attend 19 additional minutes of the instructional day through the Zoom Schools model.

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)
ELL	*$ 1,082,649.00*	*Staffing, ZOOM reading center, extended school day, i-Ready, Extra Duty Pay for tutoring*	*Student Success, Adult Learning Culture, Connectedness*
Title I	$320,380.00	Staffing, Parent involvement supplies	*Student Success, Adult Learning Culture, Connectedness*
Title III	$15,180.00	*Extra Duty Pay for ELL Training*	*Student Success, Adult Learning Culture, Connectedness*