**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** |  | **CSI** |  | **TSI** |  | **TSI/ATSI** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

*Our SPP was last updated on* 8/5/23.

# 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 Phoenix, 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** |
| --- | --- | --- |
| SOT | 5/17/23 | The team reviewed the action steps and made adjustments accordingly. Additional changes will be made based on SBAC results. |

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# 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. In the fall, only 31% of students scored above the 40th percentile on Reading MAP, but in the spring, 39% did. In the fall, only 27% of students scored above the 40th percentile on Math MAP, but in the spring, 35% did.*  |
| *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 and only 35% on Math MAP which is slightly below our school-wide goal.* |
| **Problem Statement** | *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 Causes** | *A lack of high-quality whole group 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 above the 40th percentile in ELA from 39% to 45% by 2024, and in math from 35% to 40% by 2024 as measured by MAP with Tier I Instruction alignment. | **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 providing high-quality Tier I whole group and *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 the percent of all students above the 40th percentile in ELA from 39% to 45% by 2024, and in math from 35% to 40% by 2024 as measured by MAP. |
| **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 iReady, 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 and discourse training needs.*
* *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, Boys Town School Support Specialist, 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/ARacial/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** |
| **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. In the fall, only 31% of students scored above the 40th percentile on Reading MAP, but in the spring, 39% did. In the fall, only 27% of students scored above the 40th percentile on Math MAP, but in the spring, 35% did.*  |
| *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 and only 35% on Math MAP which is slightly below our school-wide goal.* |
| **Problem Statement** | *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 Causes** | *A lack of high-quality whole group differentiated instruction due to the various academic levels of students based on MAP, SBAC and iReady is the root cause. The PLC model has not been aligned to the Teaching Learning Cycle.* |

### Part B

| **Adult Learning Culture** |
| --- |
| **School Goal:** Increase the percent of all students above the 40th percentile in ELA from 39% to 45% by 2024, and in math from 35% to 40% by 2024 as measured by MAP. | **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:** * 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 iReady, 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 and discourse training needs.*
* *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 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 all areas of need (data review, instructional planning, curriculum PD, etc.); 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 Boys Town facilitator will provide professional learning on SEL resources and strategies to support students in crisis.Free and Reduced Lunch: The Boys Town and CIS facilitators will provide professional learning on supports available to low income families.Migrant: N/ARacial/Ethnic Minorities: Professional learning will be provided by the district on Cultural Competency.Students with IEPs: All staff will be offered professional learning on CPI to de-escalate students. The SEIF will provide professional learning to all staff members on accommodations and modifications. |

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## 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 11% from 2022 to 2023 for student behavior needs.* |
| *Areas for Growth: Chronic absenteeism was 48% for 2022-23.* |
| **Problem Statement** | *Students missing a significant amount of days and therefore do not receive Tier I instruction or Tier II supports.* |
| **Critical Root Causes** | *Students and families are not engaged and do not see the impact of regular absences.* |

### Part B

| **Connectedness** |
| --- |
| **School Goal:** *Based on the district wide survey results, “Students at this school threaten to hurt other students.” 2023 Spring data indicates that 51.91% believe this. The goal for Spring 2024 is to reduce this by at least 15%. We will also use SEL student support teams to positively impact this goal.*  | **STIP Connection:** *6* |
| **Improvement Strategy:** *Become more efficient and effective with our Student Support Team’s response to and prevention of chronic absenteeism.* **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:** * *The school will implement a comprehensive school-wide attendance incentive plan.*
* *The Student Support Team will review the attendance data weekly, develop caseloads, and provide wrap-around supports accordingly.*
* *The Student Support Team will continue to provide wrap around support for all students.*
 |
| **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.*
* *Family Engagement Center*
 |
| **Challenges to Tackle:** * Absenteeism; An intensive incentive program has been developed by the Leadership team (Family engagement, Truancy Officer assistance, 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, Boys Town School Support Specialist, and Communities in Schools Facilitator).Free and Reduced Lunch:Identified families will receive wrap-around support from the school’s Student Support Team (Counselor, Boys Town School Support Specialist, and Communities in Schools Facilitator).Migrant: N/ARacial/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. |

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## 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, reading center, tutoring, and PreK* | *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* |
|  |  |  |  |
|  |  |  |  |