



Clark County School District
Myrtle Tate ES
2021-2022 School Performance Plan:
A Roadmap to Success

Myrtle Tate Elementary School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Sarah Popek for more information.

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School Designations: ■ Title I □ CSI □ TSI ■ TSI/ATSI



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	837	0%	0.2%	63.6%	23.8%	8.1%	0.8%	3.5%	14%	30.1%	100%
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	43.2%	68	45.8%	42.4%	55	48.7%	14.5%	21.2%	64.1%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	37.2%	50	35.8%	39%	49	48.2%	9.2%	18.8%	58.1%
	District	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	15.9%	56.2%
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

*Source: nevadareportcard.nv.gov

**Source: NDE Data File



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	421	422	427
District*	379	368	361

*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

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, Dawn Harris, Marie Lodesky, Leigh Todd	Teacher(s) <i>(required)</i>
Teresa Subira	Paraprofessional(s) <i>(required)</i>
Rena Coote, Tania Hernandez, Luz Leal	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 outreach events facilitated by the school to engage students, regarding school partners.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
SOT Meeting	9/29/2021 (2:30pm)	6	The attendees looked at MAP and i-Ready data and noted the widened learning gaps between non-proficient and proficient students.
Breakfast With Books and Title I Meeting	10/20/2021 (7:00am)	100	The parents were informed of resources available at the school and in the community.
SOT Meeting	10/20/2021	6	The attendees supported the proposed plan.
<i>*Add rows as needed</i>			



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	MAP, i-Ready, SBAC	Panorama Survey, SISIP information	Classroom observations, walk-through data, PLC meetings, and PD sessions.
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	We are in need of a higher level of differentiated instruction due to the various academic levels of students based on Fall 2021 MAP and i-Ready data.		

Part B

Student Success	
School Goal: Increase the percent of all students proficient in ELA from 39.0% to 45% by 2022, and in math from 37.2% to 40% by 2022 as measured by state summative assessments.	Aligned to Nevada's STIP Goal: 3
Improvement Strategy: <i>Differentiated instruction and student discourse in math and ELA.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	
Intended Outcomes: <i>Increase student growth and improve student achievement.</i>	



Action Steps: <ul style="list-style-type: none">● <i>Implement a weekly professional development model for instructional staff (licensed teachers and instructional support staff) in order to meet differentiated instruction training needs.</i>● <i>Conduct monthly walk throughs to collect data on differentiated instruction to further plan and provide professional development.</i>
Resources Needed: <ul style="list-style-type: none">● Title I funds for Prep Buyout (PD) and Strategic Budget (ELL) funds for extended day.
Challenges to Tackle: <ul style="list-style-type: none">● Different areas in need of focus may arise based on achievement data and instructional observations, requiring modifications to the proposed action stels.
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. Migrant: N/A Racial/Ethnic Minorities: Students attend 19 additional minutes of the instructional day through the Zoom Schools model. Students with IEPs: Students attend 19 additional minutes of the instructional day through the Zoom Schools model.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture



	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>Observation walk through data.</i>	<i>Staff surveys after completion of weekly professional development sessions.</i>	<i>The school's weekly professional development model supports instructional staff (licensed teachers and instructional support staff) in ELA and math.</i>
Problem Statement	During Distance Learning observations, student discourse was implemented at a minimal level of effectiveness.		
Critical Root Causes	<i>Inconsistent use of student discourse strategies during distance learning.</i>		

Part B

Adult Learning Culture	
School Goal: <i>Increase the amount of training focused on academic discourse from one training (20-21 SY) to five (21-22 SY) as measured by the master calendar.</i>	STIP Connection: 2
Improvement Strategy: <i>Implement PD for teachers and classroom walkthroughs.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>PD - 2</i>	
Intended Outcomes: Increase in student discourse in the classroom	
Action Steps: <ul style="list-style-type: none"> <i>Implement a weekly professional development model for instructional staff (licensed teachers and instructional support staff) in order to meet student discourse training needs.</i> <i>Conduct monthly walk throughs to collect data on student discourse to further plan and provide professional development.</i> 	



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?

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.

Migrant: N/A

Racial/Ethnic Minorities: Students attend 19 additional minutes of the instructional day through the Zoom Schools model.

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



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Panorama Survey, Districtwide survey</i>	<i>Districtwide survey</i>	<i>Districtwide survey, SOT/Title I meetings, CIS logs</i>
Problem Statement	<i>Students are exhibiting behaviors due to a lack of social skills and coping strategies.</i>		
Critical Root Causes	<i>During Distance Learning, students did not have structure, socialization, and wrap-around supports that are normally provided at school.</i>		

Part B

Connectedness	
School Goal: <i>Increase the amount of individual and small group SEL lessons provided by the Student Support Team (counselor, BoysTown, CIS), by 25%.</i>	STIP Connection: 6
Improvement Strategy: <i>Become more efficient and effective with our Student Support Team.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>wraparound supports - 4</i>	
Intended Outcomes: Provide students with the tools needed to improve social skills and coping strategies.	
Action Steps: <ul style="list-style-type: none"> • <i>A Google Form will be created for teachers to submit referrals for Student Support.</i> • <i>The Student Support Team will review the submissions weekly, develop caseloads, and provide wrap-around supports accordingly.</i> • <i>The Student Support Team will communicate with the classroom teacher to determine if improvements have been made.</i> 	
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.

Migrant: N/A

Racial/Ethnic Minorities: Students attend 19 additional minutes of the instructional day through the Zoom Schools model.

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