



Clark County School District

Wayne N. Tanaka Elementary School

School Performance Plan: A Roadmap to Success

Wayne N. Tanaka Elementary School 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 ☐ MRI ☐ CSI ☐ TSI ☒ ATSI

Our SPP was last updated on 02/02/2024

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/wayne_n._tanaka_elementary_school/2023/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
Pamela Catano	Principal(s) <i>(required)</i>
Andrea Tarrant	Other School Leader(s)/Administrator(s) <i>(required)</i>
Judy Patino, Bethany Hickey, Jana Wright, Nichole Forte	Teacher(s) <i>(required)</i>
Miranda Prince	Paraprofessional(s) <i>(required)</i>
Brittany Witsoe	Parent(s) <i>(required)</i>

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
Leadership Meeting	6-6-23	<ul style="list-style-type: none"> Students are still struggling with utilizing strategies to help them regulate their emotions. Attendance is still a major concern since COVID with only 23% in the "safe" category. Our academic goal is still to increase proficiency in order for students to be college and career ready.
SOT Meeting	9-12-23	<ul style="list-style-type: none"> SOT members agree with goals and improvement strategies.
SOT Meeting	10-24-23	<ul style="list-style-type: none"> SOT members agreed with revised goals and improvement strategies.
SOT Meeting	1-24-24	<ul style="list-style-type: none"> SOT members agreed and provided input in regards to status check #2
Pastries with Parents	1-31-24	<ul style="list-style-type: none"> Presented the SPP and status check to parents



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	2023 Spring MAP Data, 2023 Fall MAP Data	IC data, community, Panorama	Academic walk-through results
	Areas of Strength: On the 2022 SBAC Assessment, we earned 10 points for Math CRT MGP, 7.5 for the Math CRT AGP, and 10 points for Opportunity Gaps for the Math CRT. On the Spring 2023 MAP Data, we scored above the district average in all grades in both math and reading.		
	Areas for Growth: On the 2022 SBAC Assessment, we only scored 3 points for the Read by Grade 3 academic achievement. We scored 5 points for ELA CRT MGP and 5 points for English Language Proficiency. On the Spring 2023 MAP Data, 46.25% of K-3rd grade students scored above the 61st percentile in math and 45.75% of K-3rd grade students scored above the 61st percentile in ELA (projected to pass SBAC).		
Problem Statement	In the spring of 2023, 54% of students in grades K-3 are not on track to show proficiency on SBAC in ELA. 54% of students in grades K-3 are not on track to show proficiency on SBAC in Math. Due to the COVID pandemic, high chronic absenteeism rate (37%), and lack of rigorous instruction, students haven't closed the gap and demonstrated proficiency.		
Critical Root Causes	Lack of explicit instruction and assessment in foundational skills, writing, interventions, discourse, and other tier 1 instruction.		

Part B

Student Success	
School Goal: Increase the percent of students in grades K-3 scoring above the 60th percentile in ELA from 41% (Fall of 2023) to 46% (winter of 2023-2024 +5%) to 51% (spring of 2024 +10%) and math from 38% (fall of	Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth.



2023 +5%) to 43% (winter of 2023-2024 +5%) to 48% (spring of 2024 +10%).

Improvement Strategy:

Provide formative and summative assessments that are aligned to ELA and math standards.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3 (HMH Into Reading *and* Envisions)

Intended Outcomes:

Ensuring that students are taught to the depth of the learning targets.

Action Steps:

- *Provide formative and summative assessments that are aligned to the standards*
- *Purposefully plan formative and summative assessments through our PLC structure and identifying success criteria*
- *Provide PL to teachers on how to access and use all materials including assessments in HMH Into Reading and enVisions*
- *Teachers will preview our curriculum assessments and use rigorous tier 1 assessments for formative and summative assessment.*
- *Strategists, Teachers, Administration will be responsible for the work*
- *This will occur 4 times a year during SDD, weekly during grade level PLCs*
- *Data collected to ensure this step is successful includes: formative and summative assessments used, participation logs, PLC notes if available as evidence of previewing assessments and what assessment the grade level is using*
- *Strategists, Administration, Teachers will monitor if this action step is completed; PL will be monitored 4 times a year (SDD) and formative and summative assessments reviewed monthly*

Resources Needed:

- *HMH Into Reading curriculum and assessments*
- *enVision curriculum and assessments*
- *Guidance documents for formative and summative assessments*
- *PLC template with learning intentions, success criteria, and learning progressions*

Challenges to Tackle:

- *Teacher time for PLCs (aligning assessments to the standards)*
 - *Administration will plan all Staff Development Days around grade level PLC time*
- *Modifying the assessments which may take the rigor out of them*
 - *Strategists and administration will attend PLCs to monitor the modification of assessments*

Improvement Strategy: Increase student access to quality tier 1 ELA and math instruction.



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3 (*HMH Into Reading and Envisions*)

Intended Outcomes: *Students will master the standards using rigorous tasks.*

Action Steps: Increase access to quality tier 1 instruction

- *Provide all teachers with highly aligned rigorous tier 1 curriculum*
- *Utilize PLC time to purposefully plan rigorous tasks, learning intentions, success criteria, and learning progressions*
- *Implement a master schedule to prioritize instruction*
- *Monitor tier 1 instruction through the use of classroom walkthroughs*
- *The work will be collaborative with teachers, supported by administration and strategists.*
- *Schedule will be created to maximize instructional minutes*
- *Classroom Walkthroughs will occur 3 times a year*
- *Data will be collected to determine if the action step is successful including Master Schedule, Number of teachers who utilize HMH Into Reading and enVision*
- *Strategists and Administration will monitor that the action step is being implemented once a year*

Resources Needed:

- *Master Schedule template*
- *Classroom Walk Through template*
- *HMH Into Reading*
- *enVisions 2020*
- *PLC template*

Challenges to Tackle:

- *Scheduling time for classroom walkthroughs*
 - *Administration will pre-plan monthly walk-throughs. The walk-throughs will be on the master calendar.*
- *Quality of teacher instruction*
 - *Strategists, administration, and teachers will participate in the walk-throughs using the district provided template. The staff will post conference using the data from the template to make instructional decisions.*

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

English Learners: Title III funding will be used to provide after school tutoring and support for English Language Learners.

Foster/Homeless: The school counselor will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth. The counselor will coordinate ongoing services and support and monitor students' attendance, academic,



and social/emotional progress.

Free and Reduced Lunch: Title I funding is used to provide Certified Temporary Tutors (CTTs) to provide instruction for tiered interventions and acceleration.

Migrant: N/A

Racial/Ethnic Minorities: Title 1 funding is used to provide Certified Temporary Tutors (CTTs) to provide instruction for tiered interventions and acceleration.

Students with IEPs: Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade level instruction with the appropriate accommodations and modifications. Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.



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>Professional Development Agenda, Supervisor input</i>	<i>Instructional Walk-Through Results</i>	<i>Staff Survey Results</i>
	<i>Areas of Strength: Continued targeted professional learning during staff development days</i>		
	<i>Areas for Growth: Survey staff after each PL to see what the next steps should be and receive feedback, strategists model Tier 1 instruction for classroom teachers, facilitate planning cycles with teachers</i>		
Problem Statement	<i>There are new programs being implemented but due to lack of staff development and collaboration, the rigor of the standards has not been fully taught.</i>		
Critical Root Causes	<i>New programs with little training or not in a timely manner were provided to classroom teachers. Collaboration among colleagues and leaders were difficult.</i>		

Part B

Adult Learning Culture	
School Goal: <i>Increase the number of K-5 classrooms engaged in rigorous tasks and use of complex text to 80% during core instructional times by May 2024 measured by classroom walk-throughs and observations.</i>	STIP Connection: <i>Goal 2: All students have access to effective educators.</i>
Improvement Strategy: <i>Regular PLC meetings with a focus on purposeful planning (identifying learning intentions and success criteria)</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2 (Coaching), 3 (HMH Into Reading and Envisions)	
Intended Outcomes: <i>Improve tier 1 instruction and student learning</i>	
Action Steps: <i>Schedule grade level and individual specific trainings on tier 1 materials</i> <ul style="list-style-type: none"> <i>Action plan will take place during staff development days, PLCs, and individual meetings</i> <i>Grade levels will participate in PLCs in order to purposefully plan Tier 1 instruction</i> 	



- *Learning strategists and grade level team members will be responsible for the work*
- *Action steps will take place during designated staff development days (four days for the 2023-2024), monthly grade level support, targeted support for new teachers*
- *SDD agenda, PLC agendas and templates will be utilized by teachers*
- *Administration will monitor action steps following each staff development day*

Resources Needed:

- *PD Time*
- *Tier 1 manuals and materials*
- *PLC template*

Challenges to Tackle:

- *Teacher attitudes toward new tier 1 programs*
 - *Strategists and administration will provide continuous professional learning focusing on our tier 1 programs (Into Reading and Envisions)*
- *Gaps in student learning*
 - *Continue to provide interventions daily to students with learning gaps (intervention/acceleration time is built into our daily master schedule)*
- *Time constraints*
 - *Administration will build our Staff Development Days around PLC and PL on our tier 1 programs.*

Improvement Strategy: *Monitor the implementation of the rigor of instruction in classrooms*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3 (*HMH Into Reading and Envisions*), 2 (*Coaching*)

Intended Outcomes: *Improve tier 1 instruction and student learning*

Action Steps:

- *Provide clear direction and expectations using classroom walk-throughs and coaching cycles*
 - *Action plan will include Instructional walkthroughs and coaching cycles*
 - *Leadership team including administration and learning strategists will work with teachers*
 - *Walkthroughs will be conducted three times a year, coaching cycles will be ongoing with targeted teacher groups*
 - *Walkthrough observation, rubric, and discussion will be collected to ensure this improvement strategy is successful.*
 - *Leadership team will monitor implementation after walkthroughs have been completed.*

**Resources Needed**

- *Walkthrough rubric*
- *enVision Mathematics 2020 Look Fors Kindergarten-Grade 5 Look Fors*
- *Time for walkthroughs and debrief*
- *Model lesson materials*

Challenges to Tackle

- *Staff conceptions of instructional expectations and perceptions*
 - *Strategists and administration will attend grade level PLCs in order to make sure learning intentions and success criteria are clear.*
- *Scheduling walkthroughs and coaching meetings*
 - *Monthly walkthroughs are scheduled on our master schedule. The leadership team will meet weekly to plan for upcoming PLCs and coaching meetings.*

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

English Learners: Title III funding will be used to provide after school tutoring and support for English Language Learners.

Foster/Homeless: The school counselor will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth. The counselor will coordinate ongoing services and support and monitor students' attendance, academic, and social/emotional progress.

Free and Reduced Lunch: Title I funding is used to provide Certified Temporary Tutors (CTTs) to provide instruction for tiered interventions and acceleration.

Migrant: N/A

Racial/Ethnic Minorities: Title 1 funding is used to provide Certified Temporary Tutors (CTTs) to provide instruction for tiered interventions and acceleration.

Students with IEPs: Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade level instruction with the appropriate accommodations and modifications. Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>District Survey Results (Panorama)</i>	<i>Staff Survey Results</i>	<i>Parent Survey Results</i>
	<i>Areas of Strength: According to the Panorama Survey results, our students scored high in supportive relationships.</i>		
	<i>Areas for Growth: According to the Panorama Survey results, regulation of students' emotions is an area of growth.</i>		
Problem Statement	<i>Students stated that they are struggling to regulate their emotions when they are upset according to the Panorama student survey. This is impacting approximately 55% of our student population in grades 3rd-5th.</i>		
Critical Root Causes	<i>Students haven't been explicitly taught how to regulate their emotions. Our student population has changed over time.</i>		

Part B

Connectedness	
School Goal: <i>Decrease the percentage of students struggling to regulate their emotions from 55 to 50% as measured by the Panorama student survey by May 2024.</i>	STIP Connection: <i>Goal 6: All students and adults learn and work together in a safe environment where identities and relationships are valued and celebrated.</i>
Improvement Strategy: <i>The counselor will pull small groups of students (based on Panorama survey) with a focus on regulation of emotions.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>4 (Rethink Ed)</i>	
Intended Outcomes: <i>Students can regulate emotions when dealt with difficult situations.</i>	
Action Steps: <ul style="list-style-type: none"> <i>The counselor analyzes Panorama data for students that have self identified as struggling with regulation of emotions.</i> <i>The counselor will send out a google form to staff in order to identify students that may need small group instruction on regulation of emotions.</i> <i>The counselor will form groups and provide strategies and lessons to students on how to regulate their emotions when dealt with</i> 	



difficult situations.

Resources Needed:

- *Panorama survey results*
- *Google survey results*
- *Small group time provided by the counselor.*

Challenges to Tackle:

- *Uninterrupted time to pull small groups of students.*
- *Staff buy-in with google survey and small group instruction.*

Improvement Strategy: *Teachers will become more proficient with MTSS resources (Restorative Circles) in order to facilitate discourse around regulation of emotions.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *4 (MTTS restorative practices)*

Intended Outcomes: *Students can regulate emotions when faced with difficult situations.*

Action Steps:

- Professional development on MTSS Framework, Restorative practices and circles
- Schedule PD for staff on Staff Development day
- Book study on Restorative Circles

Resources Needed:

- *Restorative Circles text*
- *Training sessions needed during staff development days*

Challenges to Tackle:

- *Only Restorative practices team have been trained*
 - *During the summer of 2023, more staff will participate in the training. The counselor will train the staff during the 2023-2024 school year.*
- *PD Time is limited.*
 - *Administration will pay teachers outside of contract hours to attend Professional Learning.*
- *The need for continued progress with staff learning.*



- During the summer of 2023, more staff will participate in the training. The counselor will train the staff during the 2023-2024 school year. Administration will pay teachers outside of contract hours to attend Professional Learning.

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

English Learners: *Explicitly teach the strategies for productive struggle.*

Foster/Homeless: *De Escalation plans in place. School culture embraces relationship building and building safe learning environments.*

Free and Reduced Lunch: *Basic needs are met with free breakfast and lunch prior to learning.*

Migrant: N/A

Racial/Ethnic Minorities: *Explicitly teach the strategies for productive struggle. School culture embraces relationship building and building safe learning environments.*

Students with IEPs: *Scaffolds embedded into IEP.*

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)
At-Risk	\$52,000	Professional Learning/Training	Goal 1, 2
Read By Grade 3	\$105,608.85	Literacy Strategist	Goal 1, 2, 3
At Risk Funds	\$86,089.80	Math Strategist	Goal 1, 2, 3
General Funds	\$211,217.70	2 Counselors	Goal 3
General Fund	\$1,000.00	De escalation tools for students	Goal 3
Title I Budget	\$53,327	Certified Temporary Tutors	Goal 1, 2
General Funds	\$188,843.12	Certified Temporary Tutors	Goal 1,2