



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 CSI TSI TSI/ATSI

Our SPP was last updated on [Click here to enter a date.](#)



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 [\[The School Improvement Department will add this link after September 15th \]](#).

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
Tony Davis	Principal(s) <i>(required)</i>
Andrea Tarrant	Other School Leader(s)/Administrator(s) <i>(required)</i>
Judy Patino, Bethany Hickey, Jana Wright, Elizabeth Mekus	Teacher(s) <i>(required)</i>
Miranda Prince	Paraprofessional(s) <i>(required)</i>
Brittany Witsoee	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
Staff Meeting	10-19-22	<ul style="list-style-type: none">• Some staff are being proactive in regards to students' regulation of emotions by teaching The Little Spot of Emotion series already.• Staff would like more training on how to help students regulate their emotions.
		<ul style="list-style-type: none">•



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	2022 Fall MAP Data, SBAC 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 Fall 2022 Fall MAP Data, we scored above the district average in all grades but Kindergarten and 3rd grade 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 Fall 2022 Fall MAP Data, our kindergarten and 3rd grade students scored at or below the district average in reading and math.		
Problem Statement	In the fall of 2022, 59% of students in grades 1-3 are not on track to show proficiency on SBAC in ELA. 64% of students in grades 1-3 are not on track to show proficiency on SBAC in Math. Due to the COVID pandemic and high chronic absenteeism rate (43%) 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 1-3 scoring above the 60th percentile in ELA from 41% (fall) to 46% (winter +5%) to 51% (spring +10%) and math from 36% (fall) to 41% (winter +5%) to 46% (spring +10%).	Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth. Goal 1: All children, birth through third grade, have access to quality early care and education.



Improvement Strategy:

Provide formative and summative assessments that are aligned to the standards.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3 (*ReadyGen and enVision2020*)

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*
- *Provide PL to teachers on how to access and use all materials including assessments in ReadyGen and enVision2020*
- *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:

- *ReadyGen curriculum and assessments*
- *enVision2020 curriculum and assessments*
- *Guidance documents for formative and summative assessments*

Challenges to Tackle:

- *Teacher buy-in for tier 1 curriculum (ReadyGen,enVision2020)*
- *Modifying the assessments which may take the rigor out of them*

Improvement Strategy: Increase access to quality tier 1 instruction.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3 (*ReadyGen and enVision2020*)

Intended Outcomes: *Reteaching students in their deficit areas. Learning foundations skills and rigorous standards.*

Action Steps: Increase access to quality tier 1 instruction

- *Provide all teachers with highly aligned rigorous tier 1 curriculum*
- *Implement a master schedule to prioritize instruction*
- *Administration and Strategists will be responsible for doing the work*



- *This will occur once a year*
- *Data will be collected to determine if the action step is successful includes Master Schedule, Number of teachers who utilize ReadyGen and enVision2020*
- *Strategists and Administration will monitor that the action step is being implemented once a year*

Resources Needed:

- *Master Schedule template*
- *ReadyGen*
- *enVision2020*

Challenges to Tackle:

- *Scheduling Special Education Classes*
- *Staff buy-in of ReadyGen and enVision2020*
- *Quality of teacher instruction*

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

English Learners: As teachers preview the assessment, they will identify any misconceptions students may have so that they may address those. All students have access to tier 1 instruction Teachers monitoring students for Tier 2, and Tier 3 instruction

Foster/Homeless: As teachers preview the assessment, they will identify any misconceptions students may have so that they may address those. All students have access to tier 1 instruction Teachers monitoring students for Tier 2, and Tier 3 instruction

Free and Reduced Lunch: As teachers preview the assessment, they will identify any misconceptions students may have so that they may address those. All students have access to tier 1 instruction Teachers monitoring students for Tier 2, and Tier 3 instruction

Migrant: As teachers preview the assessment, they will identify any misconceptions students may have so that they may address those. All students have access to tier 1 instruction Teachers monitoring students for Tier 2, and Tier 3 instruction

Racial/Ethnic Minorities: As teachers preview the assessment, they will identify any misconceptions students may have so that they may address those. All students have access to tier 1 instruction Teachers monitoring students for Tier 2, and Tier 3 instruction

Students with IEPs: As teachers preview the assessment, they will identify any misconceptions students may have so that they may address those. All students have access to tier 1 instruction Teachers monitoring students for Tier 2, and Tier 3 instruction



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. Collaboration among colleagues and leaders was 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 2023 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 grade-level oriented professional learning</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2 (Coaching), 3 (ReadyGen 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>Learning strategists and grade level team members will be responsible for the work</i> 	



- *Action steps will take place during designated staff development days (four days for the 2021-2022), monthly grade level support, targeted support for new teachers*
- *SDD agenda, PLC agendas, learning strategists' coaching logs will be collected to determine if the action step has been taken and was successful*
- *Administration will monitor action steps following each staff development day*

Resources Needed:

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

Challenges to Tackle:

- *Teacher attitudes toward new tier 1 programs*
- *Gaps in student learning*
- *Time constraints*

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 (ReadyGen and enVision2020), 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 quarterly, coaching cycles will be ongoing with targeted teacher group*
 - *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*
- *Time for walkthroughs and debrief*
- *Model lesson materials*



Challenges to Tackle

- *Staff conceptions of instructional expectations and perceptions*
- *Scheduling walkthroughs and coaching meetings*

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

English Learners: Utilize a highly aligned curriculum, rich in academic vocabulary that focus on the rigor of the standards. Ensure equity in how the students access the curriculum; scaffold and differentiate when needed.

Foster/Homeless: Utilize a highly aligned curriculum, rich in academic vocabulary that focus on the rigor of the standards. Ensure equity in how the students access the curriculum; scaffold and differentiate when needed.

Free and Reduced Lunch: Utilize a highly aligned curriculum, rich in academic vocabulary that focus on the rigor of the standards. Ensure equity in how the students access the curriculum; scaffold and differentiate when needed.

Migrant: Utilize a highly aligned curriculum, rich in academic vocabulary that focus on the rigor of the standards. Ensure equity in how the students access the curriculum; scaffold and differentiate when needed.

Racial/Ethnic Minorities: Utilize a highly aligned curriculum, rich in academic vocabulary that focus on the rigor of the standards. Ensure equity in how the students access the curriculum; scaffold and differentiate when needed.

Students with IEPs: Utilize a highly aligned curriculum, rich in academic vocabulary that focus on the rigor of the standards. Ensure equity in how the students access the curriculum; scaffold and differentiate when needed.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Panorama Survey Results</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 social awareness.</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 61% 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 to a higher level of poverty.</i>		

Part B

Connectedness	
School Goal: <i>Decrease the percentage of students struggling to regulate their emotions from 61% to 51% as measured by the Panorama student survey by May 2023.</i>	STIP Connection: <i>Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life.</i> <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>Teachers will become more proficient with Rethink Ed and the regulation of emotions lessons.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3 (<i>ReadyGen and Envisions</i>), 2 (<i>Coaching</i>)	
Intended Outcomes: <i>Students can regulate emotions when dealt with difficult situations.</i>	
Action Steps: <ul style="list-style-type: none"> <i>Professional Development on Rethink Ed curriculum (specifically lessons on regulating emotions)</i> <i>Print lessons from Rethink Ed on regulating emotions for teachers to implement weekly</i> 	



Resources Needed:

- *Rethink Ed lessons/Clever access*
- *PL time*

Challenges to Tackle:

- *Need check-ins with teachers on implementation of Rethink Ed*
- *PD Time is limited. The need for continued progress with the staff.*

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

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

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

Action Steps:

- Professional development on 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*
- *PD Time is limited.*
- *The need for continued progress with staff learning.*

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

English Learners: *Explicitly teach the strategies for regulation of emotions*

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 regulation of emotions. 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)
General Funds	\$10,000.00	Tier 1 Curriculum (ReadyGen & enVision2020)	Goal 1, 2
Read By Grade 3	\$91,266.00	Literacy Strategist	Goal 1, 2, 3
At Risk Funds	\$72,293.00	Math Strategist	Goal 1, 2, 3
General Funds	\$91,266.0	Counselor	Goal 3
General Fund	\$1,000.00	Regulation of emotions tools for students	Goal 3