



## 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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**Phone:** 702-799-2504

**School Designations:**  Title I     MRI     CSI     TSI     ATSI

*Our SPP was last updated on 05/29/2024*

## 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/](http://nevadareportcard.nv.gov/DI/nv/clark/wayne_n._tanaka_elementary_school/2023/nspf/).

## 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	<b>Principal(s)</b> <i>(required)</i>
Andrea Tarrant	<b>Assistant Principal</b> <i>(required)</i>
Tori Goldstein	<b>Assistant Principal</b> <i>(required)</i>
Judy Patino, Bethany Hickey, Jana Wright, Marcia Warburton	<b>Teacher(s)</b> <i>(required)</i>
Miranda Prince	<b>Paraprofessional(s)</b> <i>(required)</i>
Jeddahlyn Flores	<b>Parent(s)</b> <i>(required)</i>
Shane Goffstein	<b>Parent(s)</b> <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	5-15-24	<ul style="list-style-type: none"><li>• Students are making significant gains in math. We will focus on improving reading skills while maintaining math proficiency. .</li><li>• Attendance is still a main concern.</li><li>• We have to focus on student engagement based on our walkthrough data.</li></ul>
SOT Meeting	5-16-24	<ul style="list-style-type: none"><li>• SOT members agree with goals and improvement strategies.</li></ul>
CI Team Meeting	5-22-24	<ul style="list-style-type: none"><li>• Attendance needs to be a focus for this school year.</li></ul>



# 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
<b>Data Reviewed</b>	2023-2024 MAP data	IC data, community, Panorama	Academic walk-through results
	<p><i>Areas of Strength: 55.5% of K-3 students were above the 61st percentile in math (a growth of 17%). 52% of K-5 students are above the 61st percentile in math. According to the 2023-2024 MAP data, 55% of 3rd-5th grade students are projected to pass SBAC (which would be an increase of 8%).</i></p>		
	<p><i>Areas for Growth: 46% of K-3 students were above the 61st percentile in ELA (a growth of 5%). 45% of K-5 students are above the 61st percentile in ELA. According to the 2023-2024 MAP data, 51% of 3rd-5th grade students are projected to pass SBAC (which would be an increase of 3%).</i></p>		
<b>Problem Statement</b>	<p><i>In the spring of 2024, 55% of K-5th grade students were not on track to show proficiency in ELA. Due to teachers learning new literacy programs (HMH Into Reading and 95 CORE Phonics), a high chronic absenteeism rate, and a lack of student engagement, students are not progressing toward reading proficiency.</i></p>		
<b>Critical Root Causes</b>	<p><i>Lack of explicit Tier 1 instruction and assessment in foundational skills, comprehension, fluency, vocabulary, and writing.</i></p>		

### Part B

Student Success	
<p><b>School Goal:</b> Increase the percentage of students in grades K-5 scoring above the 60th percentile in ELA from 45% (Spring of 2023-2024 +5%) to 50% (winter of 2024-2025 +5%) to 55% (spring of 2024-2025 +5%).</p>	<p><b>Aligned to Nevada’s STIP Goal:</b> Goal 3: All students experience continued academic growth.</p>

**Improvement Strategy:**

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

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3 (HMH Into Reading and 95 CORE Phonics).

**Intended Outcomes:**

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

**Action Steps:**

- *Provide formative and summative assessments that are aligned with the standards.*
- *Purposefully plan formative and summative assessments through our PLC structure and identify success criteria.*
- *Provide PL to teachers on how to access and use all materials including assessments in HMH Into Reading and 95 CORE Phonics.*
- *Teachers will preview our curriculum assessments and use rigorous tier 1 assessments for formative and summative assessment.*
- *Strategists, Teachers, and 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, and 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*
- *95 CORE Phonics 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)*
- *Altering the assessments, which could reduce the level of rigor*
  - *Strategists and administration will attend PLCs to monitor the modification of assessments*

**Improvement Strategy:**

Increase student access to quality, rigorous tier 1 ELA instruction.

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3 (HMH Into Reading and 95 CORE Phonics).

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



**Action Steps:** Increase access to quality tier 1 instruction

- *Provide all teachers with a highly aligned rigorous tier 1 curriculum*
- *Utilize PLC time to purposefully plan rigorous tasks, learning intentions, success criteria, and learning progressions*
- *Utilize PLC time to internalize lessons*
- *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*
- *The 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 the Master Schedule, the number of teachers who utilize HMH Into Reading, and 95 CORE Phonics.*
- *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*
- *95 CORE Phonics*
- *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 then hold post-conferences, 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: Differentiated instruction during Tier 1 instructional blocks. Teachers will receive professional development using English Language Learner strategies to support students.

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

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



and acceleration.

Migrant: N/A

Racial/Ethnic Minorities: General 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
	<i>Observations, Instructional Walkthroughs</i>	<i>Instructional Walkthrough Results, Conference cycles</i>	<i>PLC systems/ RTI systems/ SDD days</i>
<b>Data Reviewed</b>	<i>Areas of Strength: Continued targeted professional learning during staff development days are planned for the 2024-2025 school year (LETRS). All teachers have highly aligned Tier I, ELA instructional materials.</i>		
	<i>Areas for Growth: Walk-through data results have identified that students are not interacting with the learning intentions and/or success criteria during instruction.</i>		
<b>Problem Statement</b>	<i>According to FocusEd, during the 2023-2024 school year, only 50% of students interacted with a lesson's learning intentions and success criteria.</i>		
<b>Critical Root Causes</b>	<i>Lack of teacher training on Hattie's teacher clarity research. Teachers were compliant with posting the learning intentions and success criteria but didn't reference them during the lesson or have the students interact with them throughout the lesson.</i>		

### Part B

Adult Learning Culture	
<b>School Goal:</b> <i>Increase the percent of K-5 students interacting with the learning intentions and/or success criteria from 53% (spring of 2023-2024) to 58% (winter of 2024-2025 +5%) to 63% (spring of 2024-2025 +5%) as measured by classroom observations using the Tier I Monitoring Tool.</i>	<b>STIP Connection:</b> <i>Goal 2: All students have access to effective educators.</i>
<b>Improvement Strategy:</b> <i>Regular PLC meetings with a focus on purposeful planning (identifying learning intentions and success criteria and how students can interact with them).</i>	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2 (Coaching), 3 (HMH Into Reading and Envisions).	
<b>Intended Outcomes:</b> <i>Improve Tier I instruction and student learning.</i>	





**Action Steps:** *Schedule grade-level and individual-specific training on Tier I materials*

- *Action plan will take place during staff development days, PLCs, and individual meetings.*
- *Grade levels will participate in PLCs in order to purposefully plan Tier I instruction with a focus on how students will interact with the learning intentions and success criteria.*
- *Learning strategists and grade-level team members will be responsible for the work.*
- *Action steps will take place during weekly PLC meetings*
- *PLC agendas and templates will be utilized by teachers*
- *Administration will monitor action steps following PLC meetings*

**Resources Needed:**

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

**Challenges to Tackle:**

- *Teacher attitudes toward new Tier I programs*
  - *Strategists and administration will provide continuous professional learning focusing on our Tier I programs (Into Reading and 95 CORE Phonics)*
- *Time constraints*
  - *Administration will build our PLC time and PL on our Tier I programs*
- *Moving beyond the compliance of posting learning intentions and success criteria (why of John Hattie's work)*

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

English Learners: Differentiated instruction during Tier 1 instructional blocks. Teachers will receive professional development using English Language Learner strategies to support students.

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

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

Migrant: N/A

Racial/Ethnic Minorities: General 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
<b>Data Reviewed</b>	<i>Chronic Absenteeism rate, District-wide survey (students)</i>	<i>Chronic Absenteeism Rate (Focused) District-wide survey (staff)</i>	<i>District-wide survey (parents)</i>
	<i>Areas of Strength: We have now hired two counselors and two assistant principals to assist with home visits, phone calls, and parent meetings.</i>		
	<i>Areas for Growth: According to FocusED, our chronic absenteeism rate during the 2023-2024 school year was 29.8%. We need to increase family engagement and increase the school-to-home partnership.</i>		
<b>Problem Statement</b>	<i>According to FocusED, our chronic absenteeism rate during the 2023-2024 school year was 29.8%.</i>		
<b>Critical Root Causes</b>	<i>During the 2023-2024 school year, we did not consistently implement the use of attendance letters, truancy visits, and required parent conferences for students who were chronically absent.</i>		

### Part B

Connectedness	
<b>School Goal:</b> <i>Decrease the percentage of students who are chronically absent from 29.8% to 24.8% (decrease of 5%).</i>	<b>STIP Connection:</b> <i>Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life.</i>
<b>Improvement Strategy:</b> Multi-tiered system of supports.	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>MTSS- Level 1</i>	
<b>Intended Outcomes:</b> <i>Decrease the number of absences school-wide and decrease the number of students who are chronically absent.</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"> <li>● Redefine the attendance flow map (including when attendance letters will be distributed, utilizing truancy officers, making phone calls, and scheduling required parent conferences for students chronically absent.</li> </ul>	



- Create a check-in/out system for students who are already on the path to being chronically absent.
- Create incentives for students/classes who have good attendance (Everyday Matters posters, monthly trophies, snack shack dollars, monthly principal/student luncheons)
- Ensure teachers are communicating with families when students are absent and track that communication in the Teacher Contact Log.

**Resources Needed:**

- *Teachers*
- *Counselors*
- *Assistant Principals*
- *FocusEd tracking*
- *Panorama survey*

**Challenges to Tackle:**

- *Building trust with families who have a history of chronic absenteeism*
- *Time to make phone calls to students that are trending toward chronic absenteeism*

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

English Learners: Differentiated instruction during Tier 1 instructional blocks. Teachers will receive professional development using English Language Learner strategies to support students.

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

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

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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.



## 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)
<i>At-Risk</i>	<i>575,392.00</i>	<i>Professional Learning/Training, Strategist, Staffing</i>	<i>Goal 1, 2, 3</i>
<i>English Learners</i>	<i>311, 579.74</i>	<i>Staffing</i>	<i>Goal 1, 2, 3</i>
<i>Read By Grade 3</i>	<i>115, 120.05</i>	<i>Literacy Strategist</i>	<i>Goal 1, 2</i>
<i>General Fund</i>	<i>5,699,117.34</i>	<i>Staffing, operational costs, general supplies, CTTs</i>	<i>Goal 1, 2, 3</i>
<i>Title I Budget</i>	<i>349,410.00</i>	<i>Staffing, CTTs</i>	<i>Goal 1, 2, 3</i>