



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.

Principal: Pamela Catano

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School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on 2/5/25

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/2024/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	Principal(s) <i>(required)</i>
TBD	Assistant Principal <i>(required)</i>
Tori Goldstein	Assistant Principal <i>(required)</i>
Christopher McCarthy, Nora Foley, Jana Wright, Marcia Warburton	Teacher(s) <i>(required)</i>
Miranda Prince	Paraprofessional(s) <i>(required)</i>
Shane Goffstein	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	5-15-24	<ul style="list-style-type: none"> • Students are making significant gains in math. We will focus on improving reading skills while maintaining math proficiency. . • Attendance is still a main concern. • We have to focus on student engagement based on our walkthrough data.
SOT Meeting Act #3	5-16-24	<ul style="list-style-type: none"> • SOT members agree with goals and improvement strategies.
CI Team Meeting Act #1	5-22-24	<ul style="list-style-type: none"> • Attendance needs to be a focus for this school year.
SOT Meeting	8-29-24	<ul style="list-style-type: none"> • Team agreed that focus on attendance MAP data (above the 60th percentile), and students' interactions with learning intentions and success criteria was appropriate for this upcoming school year.
Act #2, Status Check #1 Meeting	9-30-24	<ul style="list-style-type: none"> • Review data and make corrections, as needed
SOT Meeting	9-27-24	<ul style="list-style-type: none"> • SOT members agree with goals and improvement strategies.
Parent Teacher Conferences Night	10-16-24	<ul style="list-style-type: none"> • This event allowed our families and students to meet with teachers outside of the work day. The goal was to ensure all working families could still

		attend this important event.
Home Visits-Chronic Absenteeism	1-15-25, 2-19-25, 3-9-25	<ul style="list-style-type: none"> • School committee will visit homes of students who are absent that day. Identified students are those who have already received a call from the AP and are severely at risk.
SOT Meeting	1-30-25	<ul style="list-style-type: none"> • Reviewed status check #2 and current data
Status Check #2 Meeting Act #2	1-30-25	<ul style="list-style-type: none"> • Review data and make corrections, as needed



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
	2023-2024 MAP data	IC data, community, Panorama	Academic walk-through results
Data Reviewed	<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> <i>Fall 24-25 data shows that there was a 17% decrease in the percentage of students scoring above the 60th percentile from Spring 2024 to Fall 2024 (52% to 35%).</i></p>		
Problem Statement	<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> <i>There has been a decrease in math proficiency, based on MAP data.</i></p>		
Critical Root Causes	<p><i>Lack of explicit Tier 1 instruction and assessment in foundational skills, comprehension, fluency, vocabulary, and writing.</i></p>		

Part B

Student Success



School Goal: Increase the percentage of students in grades K-5 scoring above the 61st percentile in ELA from 44% (Spring of 2023-2024) to 45% (Fall of 2024-2025 +1%) to 47% (winter of 2024-2025 +2%) to 50% (spring of 2024-2025 +3%).

Increase the percentage of students in grades K-5 scoring above the 61st percentile in math from 35% (fall 24-25) to 45% (winter 24-25) to 60% (spring 24-25).

**Percentages updated and revised in February 2025*

Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth.

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 95 CORE Phonics).

Intended Outcomes:

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

Action Steps:

- *Teachers will loop from second to third and third to fourth to provide consistency for students to improve student achievement*
- *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*
- *Envisions 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 and math 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

- *Teachers will loop from second to third and third to fourth to provide consistency for students to improve student achievement.*
- *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, 95 CORE Phonics, and Envisions.*
- *Strategists and Administration will monitor that the action step is being implemented once a year.*
- *Teachers will consistently utilize the math tools and resources, including manipulatives.*
- *Teachers will be allowed to supplement learning materials to ensure high rigor in all learning tasks*

Resources Needed:

- *Master Schedule template*
- *Classroom Walk-Through template*
- *HMH Into Reading*
- *95 CORE Phonics*
- *Envisions*
- *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
Data Reviewed	<i>Observations, Instructional Walkthroughs</i>	<i>Instructional Walkthrough Results, Conference cycles</i>	<i>PLC systems/ RTI systems/ SDD days</i>
	<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>		
Problem Statement	<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>		
Critical Root Causes	<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	
School Goal: <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>	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 and how students can interact with them).</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 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*
- *Feb-May: Admin will ensure to reach the other 36% of classrooms to gather reliable data/see if they are actually doing it, as it may not have been seen during the walk through. Teachers state that they need more time so they can plan and be intentional.*

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
Data Reviewed	<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>		
Problem Statement	<i>According to FocusED, our chronic absenteeism rate during the 2023-2024 school year was 29.8%.</i>		
Critical Root Causes	<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	
School Goal: <i>Decrease the percentage of students who are chronically absent from 29.8% to 24.8% (decrease of 5%).</i>	STIP Connection: <i>Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life.</i>
Improvement Strategy: Multi-tiered system of supports.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>MTSS- Level 1</i>	
Intended Outcomes: <i>Decrease the number of absences school-wide and decrease the number of students who are chronically absent.</i>	
Action Steps: <ul style="list-style-type: none"> ● 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. 	



- Create a check-in/out system for students who are already on the path to being chronically absent.
- Ensure teachers are communicating with families when students are absent and track that communication in the Teacher Contact Log.
- Admin, Clerk, and counselor will continue to monitor absences, make calls, and progressively address absences (calls, home visits, truancy officer, etc.).
- All Day, Every Day: Maintain clear incentives and ensure students are celebrated as they deserve. I.e. AttenDANCE, Perfect Attendance per grade level, Quarterly incentives (per student), EVERYDAY MATTERS (class incentive).

Resources Needed:

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

Challenges to Tackle:

- *Building trust with families who have a history of chronic absenteeism*
 - *Phone Calls, Home Visits*
- *Time to make phone calls to students that are trending toward chronic absenteeism*
 - *Prep time, Before/After School*

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.

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>