



Clark County School District

Bill Y. Tomiyasu ES

School Performance Plan: A Roadmap to Success

Bill Y. Tomiyasu ES 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: Renee Muraco

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School Designations: ☒ Title I ☐ MRI ☐ CSI ☐ TSI ☐ ATSI

Our SPP was last updated on June 7th, 2023.



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/bill_y._tomiyasu_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
Renee Muraco	Principal(s) (required)
Heather Honig	Other School Leader(s)/Administrator(s) (required)
Vanessa Haze Renee Andriaccio Sandra Justice Kelly Miller Carie Nelson Perla Rios Ashley Slater Amparo Towery	Teacher(s) : Instructional Coach RBG3 Primary Autism Teacher Instructional Coach 1st Grade Teacher Librarian 4th Grade Teacher 2nd Grade Teacher Counselor
Grace Mitterlehner	Paraprofessional(s) (required)
Angela Anguiano	Parent(s) (required)
Sharon Massimino	Community Member



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
SOT Mtg	5/9/23	Act 3 & Act 1 were facilitated.
CIP Mtg	9/13/23	Act 2 Status Check 1
CIP Mtg	2/1/24	Act 2 Status Check 2



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 Spring 2023	Panorama Spring 2023	HMH Into Reading, Core 95 Phonics, enVision Math
	<p><i>Areas of Strength: 52% of students in 5th grade scored greater than the 40th percentile in reading on the fall 2023 MAP assessment.</i></p> <p><i>46.7% of students in grades 3-5 are proficient in ELA on the spring 2023 SBAC.</i></p> <p><i>Winter 2024</i></p> <p><i>Areas of Strength: 57% of students in 5th grade scored greater than the 40th percentile in reading on the fall 2023 MAP assessment.</i></p>		
	<p><i>Areas for Growth: Only 48% of students in 3rd grade scored greater than the 40th percentile in reading on the fall 2023 MAP assessment.</i></p> <p><i>Only 22.2% of LEP students in grades 3-5 were proficient in ELA on the spring 2023 SBAC.</i></p> <p><i>Winter 2024</i></p> <p><i>Only 45% of students in 4th grade and 46% in 5th grade scored greater than the 40th percentile in reading on the fall 2023 MAP assessment.</i></p>		
Problem Statement	<p><i>52% of 3rd grade students are "At-risk" in fall 2023 MAP reading. 53% of 2nd grade students are "At-risk" in reading.</i></p>		
Critical Root Causes	<p>Lack of consistent intervention or small groups for the past two years for struggling learners. Only 1 year of intensive Tier I phonics (From Phonics to Reading) instruction in grades 1-3.</p>		



PartB

Student Success	
<p>School Goal: <i>By the spring 2024 assessment (MAP Growth), the percent of students in grades K-5 performing above the 40th percentile will improve by 10% in reading.</i></p>	<p>Aligned to Nevada's STIP Goal: <i>3 All students experience continued academic growth.</i></p>
<p>Improvement Strategy: <i>Participate in training and implement with fidelity the new reading programs, Into Reading and Core 95 Phonics. K-5 Teachers will implement phonics instruction during Tier I & II small groups.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>HMH Into Reading (2); 95 Phonics Core Program (1)</i></p>	
<p>Intended Outcomes: <i>Teachers will have a solid understanding of program implementation. Specifically, teachers will know how to scaffold instruction and provide resources that place appropriate demands on the students.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> • <i>PLC meetings in August, September will focus on initial reading program implementation and data. Training will be determined based on PLC notes & data. SDD in October will focus on Tier I phonics instruction.</i> • <i>Strategists & teachers who participate in prep buyout will provide Tier III intervention on phonics skills and other foundational reading skills.</i> • <i>Teachers who choose to participate in extra duty pay will provide tutoring after school for students 2 days per week for foundational reading instruction.</i> • <i>Administration will monitor progress via observations and provide feedback to teachers in post conferences.</i> • <i>Literacy strategists will survey teachers for feedback on implementation.</i> • <i>The RBG3 strategist will observe implementation from a coaching standpoint.</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> • <i>Into Reading, Core 95, PLC notes, RBG3 Strategist, Title I Literacy Strategist, EL Strategist, Administration</i> 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> • <i>Chronically absent students don't receive full program implementation & instruction.</i> <ul style="list-style-type: none"> ○ <i>Canvas assignments will allow students to access the curriculum. Online programs like Exact Path will be available.</i> ○ <i>MTSS committee to address attendance incentives in August/September</i> • <i>Student skill level is extremely low, so success on grade level material is challenging. Teachers must scaffold and make</i> 	



accommodations regularly.

- *Strategists are assisting teachers with prerequisite skills and provide resources that enhance the Tier I programs.*

Improvement Strategy: *Participate in training and implement with fidelity, discourse strategies with students within reading instruction.*

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

Intended Outcomes: Students will increase their discourse skills, especially with content requiring a high Depth of Knowledge.

Action Steps:

- *Grade levels will determine appropriate sentence stems for partner and group discussion. Stems will be posted in classrooms and/or provided individually in written form. Teachers will reinforce usage of the stems.*
- *September 2024 Staff Development will be provided from Kagan.*
- *Instructional rounds will be conducted in November, February & April.*

Resources Needed:

- *Sentence Stems, rubric for instructional rounds, staff members conducting rounds*

Challenges to Tackle:

- Norming the staff of expectations for what is high level discourse.
 - Instructional rounds debriefs allow the core team to norm themselves before scoring.
 - Teachers are given the opportunity to observe in classrooms on a voluntary basis. A Pineapple chart is used for sign-ups.
 - After the Kagan training in September 2023, a staff training will be held to discuss the rubric for the next instructional rounds.

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

English Learners: create visuals, give extended wait time for responses, partner with appropriate skill level student during discussions
Title III funding will provide professional development to support teachers with utilizing QTEL strategies during Tier I instruction to increase student discourse.

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.

Free and Reduced Lunch:



Migrant: N/A

Racial/Ethnic Minorities: Utilize a language learner specialist to provide tiered interventions and acceleration for students.

Students with IEPs: create visuals, give extended wait time for responses, partner with appropriate skill level student during discussions



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>Administration/ Leadership survey administered to the staff</i>	<i>Administration/ Leadership survey administered to the staff</i>	<i>Administration/ Leadership survey administered to the staff</i>
	<i>Areas of Strength: 70% of teachers reported that the social-emotional support is effectively functioning based on the fall 2022 culture survey.</i>		
	<i>Areas for Growth: Consistent use of minor corrective interactions and progressive discipline in Kickboard.</i>		
Problem Statement	On 9/22/21 40% of teachers reported they want support with student behavior as it impacts student learning. Culture survey of fall 2022 shows that 35% of teachers state our behavior expectations are developing.		
Critical Root Causes	Students are behind academically, so they act out when the material is challenging.		

Part B

Adult Learning Culture	
School Goal: <i>In spring, student referrals for SEL support will decrease by 10%, as measured by MTSS referrals. Staff survey will show an increase in teacher satisfaction on behavior support by a 10% increase in positive responses .</i>	STIP Connection: <i>5 All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.</i>
Improvement Strategy: <i>Teachers will consistently implement Kickboard for student behavior. Monthly MTSS meetings to analyze data will drive improvement strategies & training.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	
Intended Outcomes: <i>Student behavior will improve and teachers will require less SEL support from outside staff/ resources.</i>	

**Action Steps:**

- *Monthly MTSS meetings will be held to analyze data. Training and program adjustments will be made, as needed.*
 - *Spring 2023 meetings initiated a review of “think sheets” to match restorative practices and be in alignment across grade levels. Implementation will begin in fall 2023.*
- *Training on behavior management at Tier 1 and behavior intervention training at Tier II. October SDD will focus on SEL.*
- *SEIF will offer training for CU’s/ pay after school for learning strategies for behavior plans, data collecting, and de-escalating techniques. Some staff meetings will also cover the topics, but not as in depth due to time constraints.*

Resources Needed:

- *Kickboard, ipads, staff, administration, Tough Kid Book, Sanford Harmony*

Challenges to Tackle:

- *Program needs may differ from staff member to staff member.*
 - *The MTSS behavior committee meets regularly (grade level representatives) to get feedback on program implementation.*
 - *A Jamboard was created for the team members to add comments, suggestions, needs, and successes. The Jamboard will be reviewed at the meetings.*

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

English Learners: Title III funding will provide professional development to support teachers with utilizing QTEL strategies during Tier I instruction to increase student discourse.

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.

Free and Reduced Lunch:

Migrant: N/A

Racial/Ethnic Minorities: Utilize a language learner specialist to provide tiered interventions and acceleration for students.

Students with IEPs: Students may require higher frequency for rewards, may need to adjust the warnings given prior to selecting a negative consequence in Kickboard



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Panorama</i>	<i>N/A</i>	<i>N/A</i>
	<i>Areas of Strength: Overall, the SEL data remained the same from fall 2022 to spring 2023. No significant increases in negative emotions. 70% of students have a strong sense of belonging. This is an increase from 66% in fall 2022.</i> <i>Winter 2024</i> <i>75% of students reported having a strong sense of belonging and 91% of students reported having strong supportive relationships.</i>		
	<i>Areas for Growth: Emotion regulation only 41% report having strong emotional regulation.</i> <i>Winter 2024</i> <i>In grades 3-5, 43% of students reported having strong emotional regulation. This data did not change between Fall 2023 and Winter 2024 Panorama test administration.</i>		
Problem Statement	<i>In grades 3-5, 53% of students report experiencing challenging feelings on the Panorama survey. In addition, only 41% report having strong emotional regulation.</i>		
Critical Root Causes	<i>Students have trauma, stressful home situations, and lack social skills to have adequate emotion regulation. Students had limited opportunities to practice social skills.</i>		

Part B

Connectedness	
School Goal: <i>By spring 2024 administration of the Panorama survey, there will be a 10% increase in students demonstrating emotion regulation.</i>	STIP Connection: <i>6 All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</i>
Improvement Strategy: <i>Each month, set a schoolwide behavioral goal, which will be measured in Kickboard.</i>	



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Positive Behavior Interventions and Supports (PBIS)
Intended Outcomes: <i>The students will strengthen their emotion regulation. The Panorama survey, Kickboard data, and MTSS referral data will be analyzed.</i>
Action Steps: <ul style="list-style-type: none">• <i>Monthly MTSS meetings will establish the behavioral goal based on Kickboard data and teacher input.</i>• <i>Counseling lessons will focus on the student needs based on the data.</i>
Resources Needed: <ul style="list-style-type: none">• <i>Kickboard, ipads, staff, administration</i>
Challenges to Tackle: <ul style="list-style-type: none">• <i>Only 1 mental health professional to support 400 students.</i><ul style="list-style-type: none">○ <i>MTSS committee trained the staff in November on restorative justice questions, Sanford Harmony, and Kelso's Choices.</i>○ <i>Specialists perform check-ins on "yellow" students following the Panorama survey.</i>• <i>Chronically absent students regress in behaviors.</i><ul style="list-style-type: none">○ <i>MTSS referrals will allow us to track student needs. RBG3 strategist and Assistant Principal monitor chronic absences. If a counselor check-in is warranted, a notification is sent to the counselor.</i>
Improvement Strategy: <i>Once per week, teachers will hold a Sanford Harmony Meet Up focused on Growth Mindset & Harmony goals.</i>
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Harmony 3</i>
Intended Outcomes: <i>Students' confidence and self-esteem will increase. Progress will be monitored by Panorama data, MTSS referrals for social emotional support data, and counselor feedback on small group progress.</i>
Action Steps: <ul style="list-style-type: none">• <i>MTSS Grade Level Reps meet once per month to discuss upcoming lessons/ discussions for Growth Mindset.</i>• <i>Counseling lessons on emotion regulation in fall and spring. In addition, the Panorama survey will dictate additional needs.</i>• <i>Implementation of Sanford Harmony curriculum.</i>
Resources Needed: <ul style="list-style-type: none">• <i>Growth Mindset Coach & Growth Mindset Playbook text, Sanford Harmony curriculum, Tough Kid Book</i>
Challenges to Tackle:



- *Time to meet as teams*
 - *The master calendar is used to track frequency. Administration and strategists meet and schedule two months at a time.*
 - *Offering training outside of contract hours for CU's.*
- *Time to support individual teachers*
 - *Strategists' schedules created for full time support to teachers for academics & SEL.*

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

English Learners: *Implement wrap-around services, to increase student attendance, and/or evidence-based programs. Funding for the counselor through ESSER & General Fund.*

Foster/Homeless: *Implement wrap-around services, to increase student attendance, and/or evidence-based programs. Funding for the counselor through ESSER & General Fund.*

Free and Reduced Lunch: *Need to meet the basic needs of the students in order to see behavioral improvement. Students need food, clothing, basic health needs met.*

Racial/Ethnic Minorities: *Implement wrap-around services, to increase student attendance, and/or evidence-based programs. Funding for the counselor through ESSER & General Fund.*

Students with IEPs: *Implement wrap-around services, to increase student attendance, and/or evidence-based programs. Funding for the counselor through ESSER & General Fund.*

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)
Strategic Budget General Fund	\$219,000.00	Kickboard, Kagan training, fund ½ of SEIF salary to become full time	All Goals
Title I	\$90,000.00	Literacy Strategist	All Goals



RBG3 Grant	\$90,000.00	RBG3 Strategist	All Goals
At Risk	\$74,760.00	Counselor	All Goals
Title III	\$5,670	Professional development	All Goals