Washoe County School District

Anderson Elementary School

School Performance Plan: A Roadmap to Success

Anderson 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 September 26, 2022

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Sady, Kevin	**Principal(s)** *(required)*
Michelle Scaduto	**Other School Administrator(s)** *(required)*
Shontell Brewer	**Teacher(s)** *(required)*
Click here to enter text.	**Paraprofessional(s)** *(required)*
Click here to enter text.	**Parent(s)** *(required)*
Click here to enter text.	**Student(s)** *(required for secondary schools)*
Click here to enter text.	**Tribes/Tribal Orgs** *(if present in community)*
Silvia DeArmin	**Specialized Instructional Support Personnel** *(if appropriate)*
Roxanne Tuggle	**EL**
Stephanie Chauvell	**Special Education**
Natalia Calahan	**Data Coach**
Elizabeth Cadigan	**Specialist Teacher**

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 ANDERSON ELEMENTARY - Nevada Accountability Portal (nv.gov)

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
• Teacher positive culture	• Mathematics, EL exit, Attendance

Problem Statement: Student's Math scores at Anderson have dropped in proficiency from 21% in 2019 to 12% in 2022.

Critical Root Causes of the Problem:

- Staff capacity to provide high quality, differentiated, Tier I instruction (including co-teaching and inclusive practices service delivery models) is developing.
- Lack of exposure to and practice with strong language models resulting in more limited vocabulary and background knowledge.
- Skills-based focus vs. deeper level/ conceptual understanding focus in the past.
- Lack of consistency in delivering a guaranteed & viable curriculum across a grade level-common objectives/assessments not used uniformly within grade levels over time.
- High staff turn-over contributing to difficulty in establishing momentum towards school vision/goals.
- Lack of school exposure/opportunities to access rigorous content in early years & ENSURE a standards-based approach to planning & instructional delivery.
-lack of high quality discussion focusing on claim, evidence, and reasoning while utilizing writing skills.

Student Success	
School Goal: Anderson Elementary school will grow in Mathematics a minimum of 5% as measured by SBAC. **Formative Measures:** • SBAC	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ✔ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5

Improvement Strategy: Tier 1 instruction implementation during the instructional day will focus on high quality curriculum in math. Through the PLC process data will be analyzed in order to create a learning environment differentiated to both provide scaffolds to those who need and extensions to those exceeding standard.	Lead: *Who is responsible for implementing this strategy?* **Kevin Sady**
Evidence Level: Tier 3 - Promising Evidence	
Action Steps: *What steps do you need to take to implement this improvement strategy?*	
• Administrators will engage in instructional coaching with areas of focus to support and advance reading, writing, speaking, listening, math and language skills. • PLC process Implementation - in advancing PLC practices to reflect Plan-Do-Study-Act cycle of inquiry around teaching/learning (standards-based instruction/assessment/grading practices). PLC/common planning for all staff (scheduled through the master schedule and embedded within the school day) will provide time for complete PLC process implementation and backwards design of coherent lesson planning around ELA and Math. • Administrative instruction to provide support for analyzing data and use of such data for designing effective instructional strategies, examining assessment to measure ALL student progress, and adjusting student supports as needed based on the data. • Use of research-based intervention materials aligned to Tier 1 guaranteed and viable curriculum guides, based on common assessment student performance targeting essential standards learning. • Provide instructional coaching twice monthly (sticky note feedback, walkthrough feedback, informal/formal observations) • Fidelity checks of Tier 1 instruction implementation and intervention/enrichment implementation. • Professional Learning towards ELevations strategies implementation, language objectives, and language development processes within Tier 1 instruction. • Professional Learning, mentorship, and coaching for ALL teachers through District and site-based programs that will focus on impactful practices, guaranteed and viable curriculum, strong instructional practices, and formative and summative assessments.	
Resources Needed: *What resources do you need to implement this improvement strategy?*	
• Administration & Learning Facilitator to assist with the PLC process implemented with fidelity and data-driven planning, instruction, and intervention. • PL around the Understanding by Design backwards planning model. • NVACS will be used as standards for planning – with identified Essential Standards alignment. • Created essential standards aligned common assessments.	

• District support from the Curriculum and Instruction Department for LLI, ELA Curriculum, and 21st Century instructional planning.
• District, Administration, and Learning Facilitator coaching support, around the development and implementation of instructional impactful practices and language development instructional practices.
• Each and every student is impacted in various ways. Our EL students are impacted, as are our general education students. The School Performance Plan is designed to analyze data that is relevant to all student achievement, including our EL students. Root causes were determined based on this data in order to drive school improvement and shrink the achievement gap for our
 	
Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*
    • *Implementation Challenge:* Staff buy-in and implementation of practices, professional learning, co-teaching or modeling lessons using our EL specialist.
    • *Potential Solution:* Update during SPP Roadmap Development.
 	
Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
    • Title I	

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners
- *Challenge:* 101 of our students are identified as ELL.
- *Support:* Our EL facilitator will model, co-teach, and pull small groups to gain skills.

Foster/Homeless:
- *Challenge:* Parent buy in to students to attend school
- *Support:* Counselor and administrator home visits.

Free and Reduced Lunch:
- *Challenge:* none
- *Support:* All Students receive free breakfast and lunch.

Migrant:

- *Challenge:* N/A
- *Support:* N/A

Racial/Ethnic Groups:
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Students with IEPs:
- *Challenge:* Students with IEPs need to have proper supports.
- *Support:* IEP team to explore all practical options for students.

Add other student groups as needed.
- *Challenge:* Understanding our data and how to use it to help drive instruction
- *Support:* progressive use of PLC and our Data Coach to see if what we are doing is working.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
• Staff is willing to learn and apply new things.	• Staff needs to embrace the PLC process.

Problem Statement: PLCs are not streamlined to the school's needs

Critical Root Causes of the Problem:
- While data is being discussed, it is not with purpose to grow in areas where the school is trying to grow.

Adult Learning Culture	
School Goal: Ensure the Professional Learning Communities (PLC) process is implemented with fidelity and reliability school wide to ensure the four essential questions of PLC are utilized to implement data-driven instructional decision-making school wide. This will be measured by a 5% increase in math proficiency as measured by SBACby 5%. **Formative Measures:** • Data dives in common planning time will be utilized to keep on track with growth.	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ✔ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5

Improvement Strategy: Through the PLC process, instruction will be discussed through alignment to the essential standards in both ELA and Math creating a baseline of performance data to support goals for the 22-23 SY.	**Lead:** *Who is responsible for implementing this strategy?* **Kevin Sady**
Evidence Level: Tier 2 - Moderate Evidence	
Action Steps: *What steps do you need to take to implement this improvement strategy?*	
LC process Implementation - in advancing PLC practices to reflect Plan-Do-Study-Act cycle of inquiry around teaching/learning (standards-based instruction/assessment/grading practices). PLC/common planning for all staff (scheduled through the master schedule and embedded within the school day) will provide time for complete PLC process implementation and backwards design of coherent lesson planning around ELA and Math	
Professional Learning school wide on the PLC Process and use of the PLC Road Map as guiding structure for alignment of instruction, assessment, and data-analysis.	
Administrators and Learning Facilitators participation and coaching during grade level PLCs to ensure high-level implantation of PLC process.	
Professional Learning on common assessment creation, use of School City Assessment system, and development of rubric for the essential standards.	
Resources Needed: *What resources do you need to implement this improvement strategy?*	
Guaranteed and Viable Curriculum resource guides to identify unit/topic essential standards aligned questions for the common assessments.	
School City Assessment system access.	
Master Schule prioritizing PLC grade level opportunities during the instructional to ensure opportunities for PLCs to occur.	
LVES PLC Road Map.	

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*
- *Implementation Challenge:* Staff Buy in.
- *Potential Solution:* Training using NWEA to utilize data to drive instruction.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- Update during SPP Roadmap Development.

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners
- *Challenge:* EL certified teachers present and participating in the PLC process. We will focus through the use of the Data Analysis Protocol on sub-populations to meet their individual instructional needs, supports and scaffolds during Tier 1 instruction, intervention, and enrichment.
- *Support:* Use EL teacher's expertise to help.

Foster/Homeless:
- *Challenge:* We will focus through the use of the Data Analysis Protocol on sub-populations to meet their individual instructional needs, supports and scaffolds during Tier 1 instruction, intervention, and enrichment.
- *Support:* Use Counselor to help work through this.

Free and Reduced Lunch:
- *Challenge:* None
- *Support:* All Students receive Free and Reduced Lunch.

Migrant:
- *Challenge:* We will focus through the use of the Data Analysis Protocol on sub-populations to meet their individual instructional needs, supports and scaffolds during Tier 1 instruction, intervention, and enrichment.
- *Support:* Use of our counselor to work through this.

Racial/Ethnic Groups:
- *Challenge:* We will focus through the use of the Data Analysis Protocol on sub-populations to meet their individual instructional needs, supports and scaffolds during Tier 1 instruction, intervention, and enrichment.
- *Support:* Use Counselor for support.

Students with IEPs:
- *Challenge:* We will focus through the use of the Data Analysis Protocol on students with IEPs to meet their individual instructional needs, supports and scaffolds during Tier 1 instruction, intervention, and enrichment.
- *Support:* Use Resource teacher's expertise.

Add other student groups as needed.
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
• School has a new team eager to bring families back in.	• Providing quality SEL lessons to ensure all students have access to the PBIS and lessons and an positivity rich atmosphere. So they attend school. in SY 21-22 36% of students were chronically absent.
Problem Statement: in SY 21-22 36% of students were chronically absent.	
Critical Root Causes of the Problem: • Students and parents need to value school.	

Connectedness

School Goal: Greater presence of Social Emotional Learning (SEL) practices integrated into the classroom and school environment by increasing the number of observable Teacher and Student SEL practices and positive reinforcement engagement. Decrease in percentage of Chronic Absenteeism to reflect less than or equal to 15% students chronically absent. **Formative Measures:** • Counselor check-ins with students • Administrative walk-throughs during SEL time. • Home visits	Aligned to Nevada's STIP Goal: ☐ STIP Goal 1 ☐ STIP Goal 2 ✔ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5
Improvement Strategy: Ensure use of SEL programming, increase on PBIS verbiage school-wide, and increased parent contact for absent students. **Evidence Level:** Update after *Strategy Selection.* **Action Steps:** *What steps do you need to take to implement this improvement strategy?* • Admin/counselor home visits for chronic absenteeism. • PL time to discuss use, implementation, and progression of PBIS system. • Counselor lessons in the classroom geared towards positive conduct and attendance. • Integration of SEL practices within the Tier 1 instruction and classroom environment. **Resources Needed:** *What resources do you need to implement this improvement strategy?* • Curriculum for SEL • Counselor **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* • *Implementation Challenge:* Creating buy in for students and parents for students to be in school. • *Potential Solution:* Creating inviting environment through use of SEL and PBIS. **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* • Update during SPP Roadmap Development.	**Lead:** *Who is responsible for implementing this strategy?* **Kevin Sady**

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners
- *Challenge:* Working with our EL students to attend school so they have a higher likelihood of exiting.
- *Support:* Using our EL professional.

Foster/Homeless:
- *Challenge:* Providing Students with what they need to be successful and attending school
- *Support:* Using our Counselor to help find resources.

Free and Reduced Lunch:
- *Challenge:* none
- *Support:* All students receive Free and Reduced Lunch.

Migrant:
- *Challenge:* Providing students with what they need to be successful and attending school
- *Support:* Using our Counselor to help find resources.

Racial/Ethnic Groups:
- *Challenge:* Providing students with what they need to be successful and attending school
- *Support:* Using our Counselor to help find resources.

Students with IEPs:
- *Challenge:* Providing students with what they need to be successful and attending school
- *Support:* Using our resource teacher to provide supports for students' success

Add other student groups as needed.
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

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
Back to School Night Parent-teacher conferences Music concerts at the school Choir concerts at Peppermill Field trips	9/14/2022	• Families are eager to get back into the school and see learning.

School: Anderson ES

AB 219 Corrective Action Plan: Each and every student is impacted in various ways. Our EL students are impacted, as are our general education students. The School Performance Plan is designed to analyze data that is relevant to all student achievement, including our EL students. The following information is in addition to and supplemental to the 3 Inquiry Areas and Equity Supports surrounding the EL population. Root causes were determined based on data to drive school improvement and shrink the achievement gap for our special populations with special attention to AB 219 and the EL population.

Data Reviewed:
ACCESS Individual Scores for Growth 3-year comparative

Problem Statement:
Students identified as English learners are not making adequate growth on ACCESS as identified by NDE AGP growth expectations.

Critical Root Causes:
Need for additional or deeper understanding around language acquisition and the role of the classroom teacher in explicit instruction around academic language in all content areas.

Goal:
25% of ELs who have a Level 1 or 2 Composite Score on ACCESS will grow by 1 overall proficiency point

25% of ELs who have a Level 3 or 4 Composite Score on ACCESS will grow by .5 overall proficiency point

Improvement Strategy:
Implementation of language acquisition strategies through targeted and systematic use of ELLevation and GLAD strategies

Action Steps:

- WIDA Overview PL on Language Acquisition
- GLAD 2-day and 5-day training (as available) for teachers not previously trained
- GLAD refreshers for previously trained staff
- Coaching support around implementation of strategies
- Lexia English for identified focus students
- Newcomer support
- Learning Walks around ELLevation and GLAD strategies