



CSI Progress Update Tool

Progress Update #2

Due October 31, 2019

School Performance Plan Implementation:

Priority Need/Goal 1: Ensure consistent, positive academic growth and proficiency in English Language Arts (ELA) for all students through research-based instructional practices that support strong instruction, high expectations and deep engagement.

- **Implementation:** In the first quarter of this school year, we have implemented Benchmark Advance and Expeditionary Learning the Tier I ELA curriculum. This provided consistent grade-level text and ELA learning activities. To support that implementation, we have provided school staff with professional development during a Wednesday early-release time to use [grade level standards](#) to plan activities to meet the goal of strong instruction, high expectations and deep engagement for students. This included three hours of sub-release planning time for grade level teams to complete unit plans with the support of Washoe County School District Trainers. We are currently working on the observation targets and a coordinated observation and feedback plan to evaluate the implementation of the program.
- **Leading Indicator – MAP:** After the Fall administration of the MAP, 27.3% of 3-6 grade students are projected to score a Level 3 or Level 4 on the Smarter Balanced Assessment Consortium end of the year test. That number is down from the same time last year (31.6%)
- **Leading Indicator – Benchmark Common Assessments:** Not fully implemented at this time.

Priority Need/Goal 2: Ensure consistent, positive academic growth and proficiency in Mathematics for all students through research-based instructional practices that support strong instruction, high expectations and deep engagement.

- **Implementation:** This year we are working with the Washoe County School District Assessment Department to implement common assessment. We have completed at least one assessment per participating grade level (3-5). The common assessment included three hours of data review and planning with grade level collaborative teams. This included (1) identifying the major work represented in the standards, (2) identifying students that met or did not meet the standards and (3) planning instruction for standards that were not met utilizing the [coherence map](#). We are currently working on the observation targets and a coordinated observation and feedback plan to evaluate the implementation of the program.
- **Leading Indicator – MAP:** After the Fall administration of the MAP, 17.6% of 3-6 grade students are projected to score a Level 3 or Level 4 on the Smarter Balanced Assessment Consortium end of the year test. That number is down from the same time last year (21.9%)
- **Leading Indicator – Math Common Assessment 1:**
 - o Third Grade = 41.9% proficient
 - o Fourth grade = 43.5% proficient



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- Fifth grade = 36.8% proficient

Priority Need/Goal 3: Ensure consistent, positive social-emotional growth for all students by focusing student problem-solving and personal leadership through the implementation of Positive Discipline.

- Implementation: At the beginning of the year, we provided staff with professional development on the basic components of Positive Discipline for implementation at the beginning of the year. In addition, all staff were trained in trauma-responsive practices through the Trauma Informed Online Academy. We also purchased new program manuals to help guide teachers on the classroom lessons needed to build problem-solving skills with our students. We are currently working on the observation targets and a coordinated observation and feedback plan to evaluate the implementation of the program.
- Leading Indicator – Behavior Events: So far this year, we have documented 19 major behavior events during the first quart. Last year during the same period of time we documented 82 major behavior events.
- Leading Indicator – Chronic Absenteeism: After the first quart of the school year, we have the following percentages of our student population identified:
 - 3.55% Severely Chronically Absent
 - 9.81% Chronically Absent
 - 13.15% Approaching Chronically Absent



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Professional Development

Progress	Barriers	Next Steps
<p>Frequent classroom observations and coaching feedback.</p> <ul style="list-style-type: none"> - Coaches and administration provide a digital system to communicate feedback twice a week. - Coaches identify areas that teacher need extra support. 	<ul style="list-style-type: none"> - Lack of knowledge of the components of the new Benchmark/Expeditionary Learning program, Major Work in the mathematics standards. 	<ul style="list-style-type: none"> - Develop specific expectations for implementation of instructional programs and standards to guide observation and feedback.
<p>Providing facilitated common planning time during the instructional day to plan the curriculum in service of the standard.</p> <ul style="list-style-type: none"> - Teachers have an hour a week to plan units using backward planning weekly. 	<ul style="list-style-type: none"> - Lack of staffing to cover classes to provide the necessary common planning time. - Lack of knowledge of the components of the new Benchmark/Expeditionary Learning program, Major Work in the mathematics standards. 	<ul style="list-style-type: none"> - Actively recruit personnel to fill key positions. - Schedule professional development sessions on backward planning of program components.
<p>Provide professional development sessions to clarify expectations for teachers to align the standards, common assessments and Criteria for Success.</p> <ul style="list-style-type: none"> - District trainers provided professional development sessions and facilitated 3-hour sub-release sessions for backward planning. 	<ul style="list-style-type: none"> - Lack of knowledge of the components of the new Benchmark/Expeditionary Learning program, Major Work in the mathematics standards. 	<ul style="list-style-type: none"> - Schedule additional professional development sessions on backward planning. - Develop specific expectations for implementation of instructional programs and standards to guide observation and feedback.
<p>Support Collaborative Teams implementing the PLC process</p>	<ul style="list-style-type: none"> - Lack of common assessments, and student artifacts 	<ul style="list-style-type: none"> - Schedule professional development sessions on backward planning and end of unit assessments aligned to standards. - Continue/Adapt Collaborative Team processes to review common assessments in Math.



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Family Engagement

Progress	Barriers	Next Steps
Parent Conferences (Fall/Spring): with adequate bilingual supports - often staff members.	<ul style="list-style-type: none"> - Providing a time of day that is convenient for all parents to meet with their teachers. - Providing adequate time to make a connection with parents and discuss student progress and family goals. 	<ul style="list-style-type: none"> - For next conference sessions, reach out to families to provide conferences outside of the conference week if timing does not work for the family.
Second Cup of Coffee Parent Meetings	<ul style="list-style-type: none"> - Low family participation in the meetings 	<ul style="list-style-type: none"> - Increase methods of communication and promotion. - Adapt content to meet parent interest.
Parent Communication techniques: ConnectEd phone calls, direct discussions, monthly newsletter, flyers and word of mouth.	<ul style="list-style-type: none"> - Inconsistent accuracy of the contact information 	<ul style="list-style-type: none"> - Confirm contact information for families at every opportunity: family nights, informal parent contact at school and during formal parent meetings.
Increasing avenues for two-way communication to include quarterly Parent Council board.	<ul style="list-style-type: none"> - Recruiting for parent participation in the Parent Council. 	<ul style="list-style-type: none"> - Work with the FACE to ensure that parents that are interested have volunteering opportunities at school.
<p>Anderson will be implementing several events in the 19-20 school year that are focused on inviting families into the school to interact with their child's teachers and become more engaged through academically based events that center around student success and curriculum.</p> <ol style="list-style-type: none"> 1. Back to School Night 2. Washoe County Library Night 3. Fall Festival - Families are invited to celebrate fall and have a safe trick-or-treat event. Games and food provided. 4. Halloween Bash supported by the Peppermill 	<ul style="list-style-type: none"> - Low participation in events. 	<ul style="list-style-type: none"> - Work with the parent council and FACE coordinator to improve events based on feedback, content and timing.



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Curriculum, Instruction, Assessment

Progress	Barriers	Next Steps
<p>Curriculum:</p> <ul style="list-style-type: none"> - Benchmark Advance; Expeditionary Learning. Benchmark ELD and Intervention Kits <p>Instruction:</p> <ul style="list-style-type: none"> - Benchmark Advance Literacy Block (Small Group Instruction) + Intervention Block with responsive scheduling. <p>Assessment:</p> <ul style="list-style-type: none"> - Benchmark Advance classroom assessments. - Benchmark ELD and Intervention Assessments 	<ul style="list-style-type: none"> - Providing enough physical materials for certified support teachers in each grade level. - Learning components of the program and scheduling of teaching time to support small group instruction. - Alignment of assessment to rigor of the standard. 	<ul style="list-style-type: none"> - Purchase additional teacher manuals for certified support teachers. - Provide continuing professional development, observation and feedback. - Leverage backward planning and unit plans with standards at the center of instruction to adapt assessment to gather valid assessment information efficiently.

- Based on this data, list the adjustments (if any) you will be making to your action plan?
 - We believe that we have begun the work of having the correct instructional pieces in place. We will continue to work on the implementation to ensure we are on track to provide our students with strong instruction, high expectations and deep engagement.
 - Ensuring effective implementation we will focus our work over the next quarter on solidifying expectations and increase observation and feedback to teachers to inform progress of implementation.
- What targets will you set for the Winter benchmark based on this initial data?
 - While our leading assessment results were lower than expected, we still target an increase of 10% in all results for the Winter benchmark.