



CSI Progress Update Tool

Progress Update #3

Due February 28, 2020

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 second/third quarters of this school year, we have provided professional development on backward planning and instructional planning/common assessment processes to support a standards-based implementation of Benchmark Advance as our Tier I ELA curriculum. This provides backward planning from grade level standards and aligns instructional practices to grade-level common assessments. 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 our school goals of Planning for Learning, Shifting the Lift and Whole Child Supports. This included one-hour professional development sessions (with school coaches and English Language Learner Trainers) during Wednesday early release time (with optional opportunity to stay an additional hour for stipend pay) and one-hour planning time during common planning blocks during the instructional day. 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 Winter administration of the MAP, 23.3% 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 Fall's projected proficiency number (27.6%: -4.3%), but higher than the same time last year (21.5%: +1.8%).
- **Leading Indicator – Benchmark Common Assessments:** Initial implementation has begun. First round of common assessment was completed. Analysis of student work reviewed with The New Teacher Project (TNTP). Protocol was tested to roll out collaborative expectations for grade levels to engage in analysis of student work related to standards-based instruction and common assessments.

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 four common assessment administrations and related collaborative team data reviews for each participating grade level (3-5). The common assessment included one hour 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



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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 Winter administration of the MAP, 12.1% 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 Fall's projected proficiency number (17.8%: -5.7%), and lower than the same time last year (19.9%: -7.8%).
- Leading Indicators –
 - o Math Common Assessment 1 (included in previous monitoring report):
 - Third Grade = 40.6% proficient
 - Fourth grade = 41.6% proficient
 - Fifth grade = 38.4% proficient
 - o Math Common Assessment 2:
 - Third Grade = 57.9% proficient
 - Fourth grade = 43.3% proficient
 - Fifth grade = 23.5% proficient
 - o Math Common Assessment 3:
 - Third Grade = 49.1% proficient
 - Fourth grade = 46.9% proficient
 - Fifth grade = --.-% proficient
 - o Math Common Assessment 4:
 - Third Grade = 46.0% proficient
 - Fourth grade = 46.7% proficient
 - Fifth grade = 40.7% proficient
 - o Math Common Assessment 5:
 - Third Grade = 48.5% proficient
 - Fourth grade = --.-% proficient (not yet administered)
 - Fifth grade = --.-% proficient (not yet administered)

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 122 major behavior events during the first three quarters. Last year during the same period of time we documented 328 major behavior events. That is a decrease of 206 major behavior events documented.



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- Leading Indicator – Chronic Absenteeism: After three quarters of the school year, we have the following percentages of our student population identified:
 - o 2.61% (-0.94% from 3.55%) Severely Chronically Absent
 - o 20.48% (+ 10.67% from 9.81%) Chronically Absent
 - o 15.69% (+2.45% from 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 weekly. - Coaches identify areas that teacher need extra support. 	<ul style="list-style-type: none"> - Developing of knowledge of the components of the new Benchmark/6th Grade ELA programs and Major Work in the mathematics standards. - Consistent feedback to classroom teachers regarding the strengths and opportunities for improvement in alignment of student work and classroom activities to standard/grade-level instructional plans. - Teachers knowing how to specifically implement the feedback received. 	<ul style="list-style-type: none"> - Develop specific look-fors around student objectives, grade-level standards and student work and instructional activities. - Provide protocols for specific feedback around instructional plans and student work related to those plans.
<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. - Developing of knowledge of the components of the new Benchmark/6th Grade ELA programs and Major Work in the mathematics standards. 	<ul style="list-style-type: none"> - Actively recruit personnel to fill key positions. - Provide protocols for specific feedback around instructional plans and student work related to those plans. - Provide a specific facilitator and focus for the common planning work. Connect feedback to practice.
<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 extra duty pay opportunities to create instructional plans based on backward planning with common assessments. 	<ul style="list-style-type: none"> - Developing of knowledge of the components of the new Benchmark/6th Grade ELA programs and 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.



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<p>Support Collaborative Teams implementing the PLC process</p>	<ul style="list-style-type: none">- Lack of common assessments, and student artifacts.- Lack of protocols for guiding collaborative team conversations.	<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. Extend those collaborative team process to ELA.
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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.

1. 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 through our calcified school goals of:
 - o **Planning for Learning** – Instructional planning based on backwards designed and common assessments with evidence of implementation.
 - o **Shifting the Lift** – Support students in the work outlined in the instructional plans including providing multiple opportunities to speak, listen and write with precision.
 - o **Whole-Child Supports** – Provide opportunities for building social-emotional problem-solving skills in stuednts.
- Ensuring effective implementation, we will focus our work over the next quarter on providing feedback on the quality of instructional plan and the resulting student work. This will include alignment to the standards, effectiveness of instruction in the classroom and protocols to review level of student work.

2. 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 Spring benchmark.