Washoe County School District
Anderson Elementary School
2021-2022 School Performance Plan:
A Roadmap to Success

Anderson Elementary School. has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Michael Martindale for more information.

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School Designations: ☒ Title I ☒ CSI ☐ TSI ☐ ATSI ☐ Zoom ☐ Victory

School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see Every Student Succeeds Act (ESSA), and for detailed information about the School and District rating system, see the School Rating Overview.

	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
					Enrollment Data						
School	434	1.6%	4.2%	58.8%	8.5%	17.5%	2.8%	6.7%	14.8%	26.3%	100.0%
District	61,599	1.3%	4.2%	41.8%	2.6%	42.6%	1.4%	6.2	14.3%	14.3%	47.4%
State	496,938	.8%	5.4%	42.7%	11.5%	31.4%	1.5%	6.8%	12.7%	14.1%	65.8%

Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	**School**	27.5	36	21.1	33.7	45	35	-	15.3	46.7
	District	41.6	52	40	49.3	51	51	36.9	12	41.9
2019	**School**	24	41	22	27.9	38.5	33.5	25	12.5	37.2
	District	40.8	50	39	49.3	51	52	36.4	10.7	36.2
2020	**School**	-	-	-	-	-	-	-	9%	34%
	District	-	-	-	-	-	-	-	10%	32%

4 Year ACGR				School Climate Data			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020		Cultural & Linguistic Competence	Relationships	Emotional Safety
School	N/A	N/A	N/A	**School**	342	347	331
District	84.4%	86%	85.1%	**District**	359	345	335

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
Michael Martindale	**Principal(s)** *(required)*
Mari Riggs, *Dean* Jill Dickey, *ELD Facilitator* Kristy Pearson, *Learning Facilitator*	**Other School Leader(s)/Administrator(s)** *(required)*
Silvia DeArman, *Special Education Teacher* Sandra Erlach, *Fourth Grade Teacher* Gabriela Larios, *Third Grade Teacher*	**Teacher(s)** *(required)*
Ana Martinez, *FACE Liaison*	**Paraprofessional(s)** *(required)*
Suzie Noel	**Parent(s)** *(required)*
Eduardo Velazquez, *ELD Assistant*	**Specialized Instructional Support Personnel** *(if appropriate)*

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways

Community Outreach Survey	10/18/21- 10/22/21	105	• Parents rated Anderson highly in each of the surveyed areas including:
			  o Overall satisfaction = 4.85/5
			  o Meeting academic needs = 4.87/5
			  o Meeting behavioral needs = 4.87/5
			  o Meeting social needs 4.83/5
			  o Satisfactory communication = 102/104 answered "Yes."
			• Areas of need identified by comments include:
			  o More help at home
			  o Additional educational programs in math and reading to help diverse learners.
			  o Learning centers
			  o More crossing guards in lakeside crosswalks.

Parent Council Meeting	11/16/2021	1	• None in addition to what was covered in previous meetings.
Staff Open Meeting	11/19/2021	9	• Align school performance planning with TNTP Summer Symposium and beginning of the school year professional development activities. • Need more work around progress monitoring student growth and achievement. These need to be

			aligned to instruction and interventions.
			• Need measure to progress monitor ELLs. Look into aimeswebPlus as possible progress monitoring tool.
			• Develop more support around School City.
			• School needs to make math connections vertically and identify skills gaps.

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	**1. How are our students performing relative to the rest of the district?** → Our students' proficiency in Math is 5 percentage points below similar schools and 23 percentage points below students in WCSD. → Our students' proficiency in ELA is 1 percentage points below similar schools and 18 percentage points below students in WCSD. → Our students' proficiency in Science is 17 percentage points below students in WCSD. → ACCESS performance per grade level: - First Grade: Entering = 9%; Emerging = 64%; Developing = 27%; Expanding = 0%; Bridging = 0%; Reaching = 0% - Second Grade: Entering = 18%; Emerging = 29%; Developing = 47%; Expanding = 0%; Bridging = 0%: Reaching = 0% - Third Grade: Entering = 5%; Emerging = 25%; Developing = 45%; Expanding = 25%; Bridging = 0%: Reaching = 0%	**1. How are our students performing across SEAD Competencies?** → Based on our Student Climate Survey, Anderson's 5th and 6th grade students report: - 67% of respondents favorably report their overall SEL Competency (-1% as compared to elementary schools and -2% as compared to WCSD) - 59% of respondents favorably report their Relationship Skills (an increase of 1% as compared to last year; -10% as compared to elementary schools and -11% as compared to WCSD) - 63% of respondents favorably report their Responsible Decision-Making Skills (an increase of 6% as compared to last year; -7% as compared to elementary schools and 13% as compared to WCSD) - 70% of respondents favorably	**1. What percentage of assignments given to students are grade-appropriate?** → Observation trend data suggest that 60% of assignments are grade or learning-level appropriate and align with the rigor of the standard. → Anderson staff is surveyed each year as a part of our partnership with TNTP. The tool used in the Insight Survey. Percents displayed in this report reflect the proportion of teachers selecting "agree" or "strongly agree" to the following questions: - I mostly use the adopted curriculum, rather than materials I found or created. (2019 = NA; 2021 = 58%) - My school implements a rigorous academic curriculum. (2019 = 61%; 2021 = 58%)

- Fourth Grade: Entering = 0%; Emerging = 5%; Developing = 53%; Expanding = 37%; Bridging = 5%: Reaching = 0%
- Fifth Grade: Entering = 9%; Emerging = 0%; Developing = 36%; Expanding = 55%; Bridging = 0%: Reaching = 0%
- Sixth Grade: Entering = 0%; Emerging = 33%; Developing = 58%; Expanding = 8%; Bridging = 0%: Reaching = 0%

2. How does performance vary across student groups?

→ Math Sub-Population Proficiency:
- Hispanic = 14% (WCSD 23%)
- African American = 11% (WCSD 17%)
- White = 21% (WCSD 52%)
- Pacific Islander = 9% (WCSD 15%)
- IEP = 0% (WCSD 14%)
- EL = 7% (WCSD 11%)
- FRL = 15% (WCSD 22%)

→ ELA Sub-Population Proficiency:
- Hispanic = 22% (WCSD 30%)
- African American = 16% (WCSD 26%)
- White = 36% (WCSD 58%)
- Pacific Islander = 9% (WCSD 19%)
- IEP = 4% (WCSD 17%)
- EL = 6% (WCSD 11%)
- FRL = 26% (WCSD 29%)

→ Science Sub-Population Proficiency:
- Hispanic = 7% (WCSD 11%)
- FRL = 7% (WCSD 12%)

report their Self-Awareness of Emotions Skills (an increase of 10% as compared to last year; +2% as compared to elementary schools and -1% as compared to WCSD)

- 68% of respondents favorably report their Self-Awareness of Self-Concept Skills (an increase of 7% as compared to last year; +1% as compared to elementary schools and -2% as compared to WCSD)

- 58% of respondents favorably report their Relationship Skills (an increase of 11% as compared to last year; +6% as compared to elementary schools and +5% as compared to WCSD)

- 59% of respondents favorably report their Self-Management of Goals (an increase of 5% as compared to last year; -2% as compared to elementary schools and +1% as compared to WCSD)

- 58% of respondents favorably report their Self-Management of Schoolwork (an increase of 12% as compared to last year; -4% as compared to elementary schools and +2% as compared to WCSD)

78% of respondents favorably report their Self-Management of Schoolwork (an increase of 11% as compared to last year; +3% as compared to elementary schools and +1% as compared to WCSD)

2. What percentage of observed lessons allow students to "do the thinking" on grade- appropriate content?

→ Anderson staff is surveyed each year as a part of our partnership with TNTP. The tool used in the Insight Survey. Percents displayed in this report reflect the proportion of teachers selecting "agree" or "strongly agree" to the following questions:

- At my school, a leader or teacher has modeled lessons where students are doing the majority of the thinking. (2019 = NA; 2021 = 37%)
- At my school, there are many opportunities for students to have academic discussions where they build on each other's ideas. (2019 = NA; 2021 = 53%)
- Students at my school support their answers and explain their thinking. (2019 = 33%; 2021 = 47%)

3. What percentage of observed lessons showed the majority of students "on task"?

→ Observation trend data suggest that 90% of observed lessons showed the majority of students on task during sustained periods of time.

→ Based on our Student Climate Survey, Anderson's 5th and 6th grade students report:

- 71% of respondents favorably report that they finish tasks even if

3. How does progress monitoring assessment results compare with state assessment results?

→ We utilized MAP projected proficiency as a leading indicator of student progress. The percentage is those projected to be Proficient or Advanced. This is how the measure compared in 2020-2021:
  - Fall Math = 26.8%
  - Winter Math = 29.2%
  - Spring Math = 26.2%

  - Fall Reading = 26.8%
  - Winter Reading = 29.2%
  - Spring Reading = 26.2%

4. How has school-wide performance on key measures changed over time?

→ The following is our trend data dating back to the 2017-2018 school year (the first year of this administrative team).
  - 2017-2018
    - Math Proficiency = 27.5%
      - MGP = 36
      - AGP = 21.1
    - ELA Proficiency = 33.7%
      - MGP = 45
      - AGP = 35
  - 2018-2019
    - Math Proficiency = 24%
      - MGP = 41
      - AGP =22
    - ELA Proficiency = 27.9%
      - MGP = 38.5
      - AGP = 33.5
  - 2019-2020
    - Math Proficiency = NA
      - MGP = NA

they are hard.

- 54% of respondents favorable report that the get through something even when they feel frustrated.

- 59% of respondents favorably report that they work on things even when they are difficult.

- 54% of respondents favorably report that they complete schoolwork even when they do not feel like it.

- 59% of respondents favorably report that they work on assignments even when they are hard.

- 56% of respondents favorably report that finish schoolwork without reminders.

- 48% of respondents favorably report that stay focused in class even when there are distractions.

4. Do our teachers believe our students can meet grade-level standards?

→ Anderson staff is surveyed each year as a part of our partnership with TNTP. The tool used in the Insight Survey. Percents displayed in this report reflect the proportion of teachers selecting "agree" or "strongly agree" to the following questions:

- Students at my school can achieve the academic standards for their

			grade level. (2019 = 39%; 2021 = 79%)
	- AGP = NA - ELA Proficiency = NA - MGP = NA - AGP = NA 2020-2021 - Math Proficiency = 15% - MGP = 63[*] - AGP = NA - ELA Proficiency = 26% - MGP = 60[*] - AGP = NA [*]This data point is skewed due to assessment gap of 2019-2020.		**5. What does the make-up of our advanced/ remedial courses look like?** → Students in need of extra support are enrolled in our after-school program and administered aligned interventions to their area(s) of need. - 7.3% of our student population receive Tier 2 interventions - 1.2% of our student population receive Tier 3 interventions - 4% of our student population is on an academic/behavioral IEP.

Problem Statement	- No. 1:
	  o There has been a consistent decline in student proficiency in Math. Student proficiency in math has declined 12.5 percentage points within the last four school years.
	- No. 2
	  o EL students are performing critically below all students in ELA proficiency. ELA proficiency gap for students identified as EL has averaged -19.75% over the past four years.		

Critical Root Causes	- No. 1
	  o Scheduling does not allow for addressing misconceptions and misunderstanding of student learning.
	  o Not enough concrete learning opportunities incorporated in lessons.
	  o Envision is interpreted/used with fidelity it is teacher centered rather that student centered discourse.
	  o Lack of access to and use of language acquisition strategies.
	  o Inconsistent implementation of PBIS.
	- No. 2:
	  o Lack of training/connection to resources around EL support curriculum.
	  o Lack of capacity/connection of EL strategies to curriculum.
	  o Lack of access to and use of language acquisition strategies.
	  o Inconsistent implementation of PBIS.		

Part B

Student Success

School Goal 1:	Aligned to Nevada's STIP Goal:
- By SBAC administration, student proficiency will meet or exceed math proficiency of similar schools in WCSD. This equates to an increase of 5% points for 2022. All sub-populations will meet or exceed the proficiency of similar schools in WCSD. For 2022, this equates to an increase of 1% point for IEP students, 2% points for EL students and 4% points for FRL students.	- *Goal 3*
School Goal 2:	**Aligned to Nevada's STIP Goal:**
- By ACCESS administration, students scoring as a level 1 or 2 will grow by 1-2 levels. Compare students that met this growth target with SBAC proficiency in ELA.	- *Goal 3*

Improvement Strategy:
- Utilize Title I funds to allocate on-contract release time dedicated to reviewing student learning levels through student work.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:*
- *PLC and Professional Development = Tier 2-3 Moderate to Promising*

Intended Outcomes:
- No. 1: By SBAC administration, student proficiency will meet or exceed math proficiency of similar schools in WCSD.
- No. 2: By ACCESS administration, students scoring as a level 1 or 2 will grow by 1-2 levels.

Action Steps:
- Establish a student work review protocol and process.
- Build teachers' data literacy that supports academic growth through professional development.
- Develop progress monitoring tools that measure effectiveness of school processes and programs.
- Develop progress monitoring tools that are leading indicators of student learning/growth in academics.
- Support collaborative teams in understanding and using data.
- Develop a calendar for extended release time for the study of student work.

Resources Needed:
- Title I funds for release time coverage.

- Title I and General funds for progress monitoring tools.
- Funding for Data Coach position
- Funding for English Language Development (ELD) Facilitator (coach) position
- Funding for Learning Facilitator (coach) position

Challenges to Tackle:
- Inability to schedule release time due to inconsistent coverage by Guest Teachers
- Finding appropriate measures/progress monitoring tools.
- Limited funding to purchase needed progress monitoring tools.

Improvement Strategy:
- Provide aligned EL strategies (ELLevation and GLAD) to increase student cognitive engagement in math lessons.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:*
- *ELLevation = Tier 3: Promising*
- *GLAD = Tier 3: Promising*

Intended Outcomes:
- No. 1: By SBAC administration, student proficiency will meet or exceed math proficiency of similar schools in WCSD.
- No. 2: By ACCESS administration, students scoring as a level 1 or 2 will grow by 1-2 levels.

Action Steps:
- Identify high-yield teaching techniques and student engagement strategies that support Tier I curricula and student academic growth.
- Develop ongoing professional development on high-yield teaching techniques and student engagement strategies.
- Deliver ongoing professional development on high-yield teaching techniques and student engagement strategies.
- Provide observation and feedback on techniques and engagement strategies in use in instruction.
- Provide coaching, modeling and support to encourage the use of techniques and engagement strategies by all teachers.

Resources Needed:
- Title I and General funds release time coverage
- ELLevation training sessions
- GLAD training sessions
- Learning Facilitator (coach)
- English Language Development (ELD) Facilitator (coach)

Challenges to Tackle:
- Inability to schedule release time due to inconsistent coverage by Guest Teachers
- Finding appropriate measures/progress monitoring tools.
- Limited funding to purchase needed progress monitoring tools.

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

English Learners:
- *Plan for language acquisition supports and scaffolds for students in all classrooms (ELLevations/GLAD strategies).*
- *Provide language acquisition supports and scaffolds for students in all classrooms (ELLevations/GLAD strategies).*

Foster/Homeless:
- *Provide resources to support success in school (attendance support; transportation, wrap-around services).*
- *High-yield teaching techniques and engagement strategies will support healing-centered practices to support student learning at school.*

Racial/Ethnic Minorities:
- *Provide information, communication and outreach in in families L[1].*
- *Plan for language acquisition supports and scaffolds for students in all classrooms (ELLevations/GLAD strategies).*
- *Provide language acquisition supports and scaffolds for students in all classrooms (ELLevations/GLAD strategies).*

Students with IEPs:
- *Ensure responsive scheduling to limit additional learning gaps by ensuring access to Tier I instruction.*
- *Provide programs that support individualized learning and skill building (Leveled Literacy Intervention Kits; Wilson Reading)*

Inquiry Area 2 - Adult Learning Culture
Part A

<table>
<tr><td colspan="4">Adult Learning Culture</td></tr>
<tr>
<td></td>
<td>Instructional Practice</td>
<td>Instructional Leadership</td>
<td>Systems and Structures that Support Continuous Improvement</td>
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<tr>
<td>Data Reviewed</td>
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1. What are our teachers doing well?

→ Anderson staff is surveyed each year as a part of our partnership with TNTP. The tool used in the Insight Survey. Percents displayed in this report reflect the proportion of teachers selecting "agree" or "strongly agree" to the following questions:
- Interactions between students and adults at my school are respectful. (2019 = 17; 2021 = 56%; National average = 51%)
- At my school, teachers use a common vocabulary to discuss effective teaching practice. (2019 = 72%; 2021 = 68%; National average = 69%)
- There are many teachers at my school who set an example of what highly effective teaching looks like. (2019 = 94%; 2021 = 70%; National average = 71%)
- There is a low tolerance for ineffective teaching at my school. (2019 = 50%; 2021 = 60%; National average = 58%)

2. What supports do our teachers need to do better?

→ Anderson staff is surveyed each year as a part of our partnership with TNTP.
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1. What are our administrators doing well?

→ Anderson staff is surveyed each year as a part of our partnership with TNTP. The tool used in the Insight Survey. Percents displayed in this report reflect the proportion of teachers selecting "agree" or "strongly agree" to the following questions:
- Leaders at my school have the necessary content knowledge or content resources to support instruction across subjects. (2019 = 61%; 2021 = 63%; National average = 66%)
- I know the criteria that will be used to evaluate my performance as a teacher. (2019 = 83%; 2021 = 74; National Average = 80%)
- There is a low tolerance ofr ineffective teaching at my school (2019 = 50%; 2020 = 60%; National Average = 58%)

2. What supports do our administrators need to do better?

→ Anderson staff is surveyed each year as a part of our partnership with TNTP. The tool used in the Insight Survey. Percents displayed in this report reflect the proportion of teachers selecting "agree" or "strongly agree" to the
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1. What systems and structures do we currently have in place to support our continuous improvement efforts?

→ Collaborative Teams meet each week for one hour to study student learning data including summative tests, formative measures and student work. This conversation also leads to discussions of effective classroom instructional practice based on this data.
→ The Student Learning Review Team meets twice a year (after MAP administration) to identify students that are in need of intervention or initiate Phase or Tier changes for existing students.

2. How do we know those systems and structures are working?

→ Collaborative teams study student work samples and track students that exceed, meet, are below or are far below standards. These teams review classroom summative assessments, progress monitoring and universal screener data. If these structures are working the number of students meeting or exceeding would increase. Conversely, the number of students
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The tool used in the Insight Survey. Percents displayed in this report reflect the proportion of teachers selecting "agree" or "strongly agree" to the following questions:
- I mostly use the adopted curriculum, rather than materials I found or created. (2019 = NA; 2021 = 58%; National average = NA%)
- Teachers and leaders at my school immediately address misbehavior in shared school spaces like hallways and the lunch room. (2019 = 11; 2021 = 24%; National average = 53%)
- Teachers at my school share a common vision of what effective teaching looks like. (2019 = 78%; 2021 = 40%; National average = 62%)
- The time I spend collaborating with my colleagues is productive. (2019 = 61%; 2021 = 60%; National average = 71%)

3. **How does our instructional practice data compare with student performance data?**
→ [TBD]

4. **Review the Equitable Distribution of Teachers data, where are ineffective, out-of-field, or inexperienced teachers placed and how does this impact student outcomes?**
→ [TBD]

following questions:
- The expectations for effective teaching are clearly defined at my school. (2019 = 44%; 2021 = 47%; national average = 68%)
- The teacher evaluation process helps identify my strengths and weaknesses. (2019 = 50%; 2021 = 47%)
- An instructional leader at my school regularly reviews student work from my classes. (2019 = 0%; 2021 = 28%; national average = 47%)
- My school has dedicated time for teachers to analyze student work and/or assessments to plan for future instruction based on student performance (2019 = 28; 2020 = 44%; National average = 67%)
- Leaders at my school seek out feedback from teachers. (2019 = 24%; 2021 = 37%; National average = 59%)
- Leaders at my school work hard to retain effective teachers. (2019 = 41%; 2021 = 42%; National average = 59%)
- My school has effective instructional leadership. (2019 = 41%; 2021 = 37%; National average = 64%)
- My school leaders articulate a clear overarching vision that drives priorities, goals, and decision making within the school. (2019 = 35%; 2021 = 32%; National average = 67%)
- My school leaders model the behavior they hope to see across the school community. (2019 = 47%; 2021 = 37%; National average = 65%)
- Teachers understand how our actions contribute to school priorities and

far below and below standards would decrease.
→ The Student Learning Review Team delegates monitoring student progress to grade level case managers. If these structures are working, there would be a completed intervention record for all students and, through regular progress monitoring, the number of students demonstrating progress would increase. Evidence tat this structure is working would also be artifacts that student learning progress was regularly reviewed and the appropriate Phase and Tier changes were made with timeliness.

3. **What systems and structures do we have in place to support the collection, analysis, and use of data to inform instruction?**
→ Collaborative Teams are our main structure for data analysis and review. Through the work of the Coaches (Data Coach, Learning Facilitator and English Language Development Facilitator) screener and assessment data is collected and discussed with grade level teams. Professional development and support is provided to build efficacy in staff members' understanding and use of this data to move instruction forward.

4. **What systems and supports do we have in place to support collaborative**

		goals. (2019 = 41%; 2021 = 42%; National average = 70%) - When my school leadership commits to a program or priority, they follow through. (2019 = 29%; 2021 = 37%; National average = 58%) - My school encourages and helps families to support student learning at home. (2019 = 22%; 2021 = 44%; National average = 66%) - My school has established systems that ensure families are well-informed about the school. (2019 = 17%; 2021 = 29%; National average = 54%) - My school regularly seeks input from students' families. (2019 = 11%; 2021 = 24%; National average = 53%) - My school is committed to improving my instructional practice. (2019 =44; 2021 =58%; National average = 71%) - Each time I am observed, I get feedback that gives me specific actions to improve my teaching practice. (2019 = 33; 2021 = 45%; National average = 56%) - I get enough feedback on my instructional practice. (2019 = 22; 2021 = 55%; National average = 64%) - I regularly discuss feedback about my teaching with an instructional leader at my school. (2019 = 28; 2021 = 35%; National average = 58%) - My observer consistently follows up to see how I am implementing feedback from our last observation. (2019 = 22; 2021 = 35%; National average = 54%) - The feedback I get from being observed helps me improve student	**planning and professional learning?** → The master schedule provides Collaborative Team time and allows for one hour per week for teams to meet to plan for these questions: - How will we respond when some students do not learn it? - How will we extend the learning for students who have demonstrated proficiency? → Wednesday early release time is allocated for two purposes: - Common Planning time – Grade level teams work together to create instructional plans to target essential standards and key learning targets. - Professional Development – All staff or specific grade level teams receive professional development one Wednesday a month. These sessions target one of three areas of focus: Planning for Learning (planning and teaching techniques), Shifting the Lift (teaching strategies to promote productive struggle and cognitive engagement) or Whole Child Supports (PBIS/SEL program components). - Title I Funds provide 0.5 day release time for grade levels to have extended time to plan together.

	outcomes. (2019 = 44; 2021 = 45%; National average = 67%) - When I am observed, I get feedback on what I am teaching (the content of the lesson) in addition to how I am teaching. (2019 = 50; 2021 = 45%; National average = 64%) - When I get feedback after an observation, I receive support to implement those changes (e.g., someone models suggestions for me, I have time to practice outside of class). (2019 = 28; 2021 = 45%; National average = 55%)	
Problem Statement	The volume of required material that teachers must review, understand, plan and prepare impedes the successful implementation of effective lessons.
Critical Root Causes	- Time allocated does not match volume of information needed to plan for Anderson students' levels of learning - Guidance, support and professional development on district pacing and curriculum guides is inconsistent and mis-aligned. - Expectations, support and professional development on instructional planning process is inconsistent and often mis-construed. - Teachers are still in the learning process for new curriculum they are implementing. - Teachers demonstrate limited use of resources to integrate teaching techniques and engagement strategies.

Part B

Adult Learning Culture	
School Goal: - By the end of the 2021-2022 school year, majority of lessons, assignments and activities in ELA and Mathematics will be aligned to instructional plans that focus planning and preparation efforts with WCSD curriculum guidance documents, essential standards, teaching techniques and engagement strategies. Student work samples will show a 10% increase in the number of students meeting or exceeding standards.	**STIP Connection:** - *Goal 2*

Improvement Strategy:
- Provide specific professional development and on-going support to connect pacing and curriculum guides in support of the instructional planning process.
- Utilize Title I funds to allocate on-contract release time to dedicate to develop instructional plans in facilitated sessions.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:*
- *PLC and Professional Development = Tier 2-3 Moderate to Promising*

Intended Outcomes:
- By the end of the 2021-2022 school year, majority of lessons, assignments and activities in ELA and Mathematics will be aligned to instructional plans that focus planning and preparation efforts with WCSD curriculum guidance documents, essential standards, teaching techniques and engagement strategies.

Action Steps:
- Develop/provide instructional planning template that facilitates focus on essential standards and key learning targets.
- Provide professional development on identifying essential standards and key learning targets.
- Provide professional development on planning for opportunities for students to produce grade level work.
- Provide resources, support and professional development to assist in planning process.
- Develop a calendar for extended release time to complete the instructional planning process.

Resources Needed:
- Title I funds for release time coverage.
- Title I and General funds for progress monitoring tools.
- Funding for Data Coach position
- Funding for English Language Development (ELD) Facilitator (coach) position
- Funding for Learning Facilitator (coach) position

Challenges to Tackle:
- Inability to schedule release time due to inconsistent coverage by Guest Teachers
- Overcome inconsistent communication and support of instructional planning process, essential standards and assessments.

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

English Learners:
- *The instructional planning process will align grade level outcomes with language acquisition supports and scaffolds for student success (ELLevations/GLAD strategies).*

- *The instructional planning process will be supported by professional development and support in implementation of language acquisition supports and scaffolds (ELLevations/GLAD strategies).*

Foster/Homeless:
- *Provide resources to support success in school (attendance support; transportation, wrap-around services).*
- *High-yield teaching techniques and engagement strategies will support healing-centered practices to support student learning at school.*

Racial/Ethnic Minorities:
- *Provide information, communication and outreach in in families L[1].*
- *Plan for and implement language acquisition supports and scaffolds for students in all classrooms (ELLevations/GLAD strategies).*

Students with IEPs:
- *Planning processes support efficient delivery of Tier I content in support of responsive scheduling and access to Tier I instruction.*
- *Planning processes support communication and alignment of Tier I/grade-level standard foci for case manager to support specially-designed instruction.*

Inquiry Area 3 - Connectedness
Part A

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	1. **What do students feel we are doing well?** → Based on our Student Climate Survey, Anderson's 5th and 6th grade students report the following Topics: - Adult Support: 80% of respondents favorably agree or strongly agree. (-3% as compared to elementary schools and +2% as compared to WCSD) - Student Engagement: 66% of	1. **What do staff feel we are doing well?** → Based on a Teacher Input Survey conducted as part of this process, teacher report: - Clear content being taught. - Strong instruction, teaching to the standards. - Transitioning our students and staff into a more "normal" school year. For both parties, the last two years have been unpredictable. Most	1. **What do families and partners feel we are doing well?** → Based on a Parent Input Survey conducted as part of this process, parents and family members rated Anderson (average): - 4.84/5 Stars in Overall Satisfaction. - 4.87/5 Stars in Meeting Academic Needs. - 4.87/5 Stars in Meeting Behavioral Needs. - 4.83/5 Stars in Meeting Social Needs.

respondents favorably agree or strongly agree. (-6% as compared to elementary schools and +3% as compared to WCSD)

2. **How are students being included in our school community?**

→ As a component of our SEL program, students engage in meaningful work at the classroom and school level.

→ Through our Communities in School program, we will initiate a student council to integra student voice in the operations and planning for our school.

staff is understanding of this, and is patient with their students. Major components of a successful transition have been classroom routines and building relationships with students. I believe these areas will also help build up stamina and motivation in our students.

- Positive Discipline lessons to give students the language and skills to have positive interactions. Helpful to have entire school building on the same ideas and vocabulary.
- Administration gives staff (especially grade level collaborators) clear expectations on how to work together to plan instruction and assessments that will directly benefit student learning and success.
- The On Target - PBIS system is working well. The instructional plans for ELA and Math are helpful for guiding and streamlining instruction.
- Staff feels PLC's are running smoothly and are valuable. I have received positive feedback around supports and resources teachers are receiving through modeling of strategies and techniques and supports with assessments.

2. **How are staff being included in**

- 102 of 105 respondents is satisfied with the school's communication.

2. **How are families and partners being included in our school community?**

→ After a pandemic hiatus, we are re-establishing our Parent Council. Representatives from each grade level volunteer to participate in our quarterly council events to provide open lines of communication between parents/families and our school.

		our school community?
		→ Teachers and staff participate on interview committees to choose new staff when there are openings. → Teachers and staff participate in the TNTP Summer Symposium with the intent to be a part of the leadership team (School Performance; PBIS/Student of Concern; Safety). → Teachers and staff participate in our social and outreach activities. → Staff is surveyed by WCSD each year through the Staff Climate Survey. → Staff is surveyed each year through the TNTP Insight Survey.
Problem Statement	Students, families and the community partners do not have a clear way to engage and participate in our school community.	
Critical Root Causes	- Limited school calendar of events. - Lack of vision for community engagement. - Limited campus activities. - No parent council to assist in outreach	

Part B

Connectedness	
School Goal: - By the end of 2021-2022 the school year, Anderson Elementary School will have opportunities for students (monthly) families and community (quarterly) to participate meaningfully in our educational community in support of our educational and social-emotional goals.	**STIP Connection:** - *Goal 6*
Improvement Strategy: - Develop monthly and quarterly campus activities that are high interest to students, families and community. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:*	

- *Extracurricular Activities = Tier 1 Strong*
- *21st Century = Tier 3 Promising*
- *Student Voice = 4 Strong Rationale*

Intended Outcomes:
- By the end of 2021-2022 the school year, Anderson Elementary School will have opportunities for students, families and community to participate meaningfully in our educational community in support of our educational and social-emotional goals.

Action Steps:
- Develop a calendar of events for families that include information on or access to community resources.
- Communicate the calendar of events to families through newsletters, ConnectEd calls, Class dojo, school calendar and website.
- Develop a clear vision for how parents/families can or would like to participate in our school community.

Resources Needed:
- Community support of Student Activity Funds for parent engagement activities.
- Communities in Schools Coordinator.
- Title I funds for FACE Liaison.
- 21st Century/Team-Up staff and funds.
- Redfield Community Engagement program.

Challenges to Tackle:
- Reengaging our community amidst the pandemic.
- Determine community engagement activities and time that are high-interest and at a time for families to attend.
- Identify/coordinate/schedule with community partners at events.

Improvement Strategy:
- Recruit and sustain two-way feedback through a parent council.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:*
- *Extracurricular Activities = Tier 1 Strong*

Intended Outcomes:
By the end of 2021-2022 the school year, Anderson Elementary School will have opportunities for students, families and community to participate meaningfully in our educational community in support of our educational and social-emotional goals.

Action Steps:
- Recruit parents to participate in parent council.

- Develop a vision/mission for the parent council.
- Provide calendar with consistent meetings for the parent council.

Resources Needed:
- Community support of Student Activity Funds for parent engagement activities.
- Communities in Schools Coordinator.
- Title I funds for FACE Liaison

Challenges to Tackle:
- Reengaging our community amidst the pandemic.
- Finding time in families schedules to provide consistency for meetings.
- Defining real purpose/meaningful work for family engagement at our school.

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

Foster/Homeless:
- *Provide resources to support success in school (attendance support; transportation, wrap-around services) at each event.*
- *Communicate through multiple means, including newsletters, ConnectEd calls, Class dojo, school calendar and website.*

Racial/Ethnic Minorities:
- *Provide information, communication and outreach in in families L[1].*
- *Communicate through multiple means, including newsletters, ConnectEd calls, Class dojo, school calendar and website.*

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)
WCSD General Budget	$27,647	- General Supplies - Guest Teachers - Information Tech Supplies - Instructional Materials - Printing - Professional books - Warehouse supplies	Goal 1 – Student Success Goal 2 – Adult Learning Culture

		- Web-based programs	
Title I Funds	$215,635	- General Supplies - Guest Teachers (Intervention; PD) - Information Tech Supplies - Personnel (Bi-Lingual TA, Data Coach, Dean, ETS, FACE Liaison) - TNTP Support	Goal 1 – Student Success Goal 2 – Adult Learning Culture Goal 3 – Connectedness
Student Activity Funds	$0	- Family engagement events. - Support Parent Council.	Goal 1 – Student Success Goal 3 – Connectedness
21 Century After School Program	$140,198	- Curriculum materials - General supplies - Warehouse supplies - Personnel (Coordinator; Teacher Assistants; Teacher stipends)	Goal 1 – Student Success Goal 3 – Connectedness