WSD Anderson Elementary School IMPLEMENTATION PLAN

Anderson Elementary School is home to a vibrant learning community that serves and supports 491 students and families in Orange County, California. The vision of Anderson Elementary is to provide the best possible learning environment for all students, driven by the Common Core standards and our District's goals in rigorous standards, student engagement, and integrated technology. It is our collective responsibility to educate and empower all students to persevere towards excellence through a distinctive, rigorous, and engaging academic experience. We want students to learn 21st Century skills and critical thinking to reach their highest potential as effective citizens that can meet the demands of a rapidly changing world and global economy by providing exceptional and innovative learning experiences where all learners thrive.

INTEGRATED STUDENT SUPPORTS

Social Emotional/Mental Health Supports

At Anderson Elementary, a holistic approach to social-emotional learning (SEL) is paramount in supporting student well-being. Mindful regulation breaks and designated calming spaces are integrated into the daily routine, providing students with opportunities to manage emotions effectively. Consistent positive behavioral supports and incentives foster a culture of respect and cooperation schoolwide. The dedicated counseling support which was increased to 5 days a week in 2024-2025 ensures individualized emotional regulation assistance. Evidence-based programs like Second Step and Zones of Regulation, alongside teacher-led SEL curriculum such as Mind UP and Brave, are seamlessly integrated into classroom instruction. Part-time community liaisons support communication between the school and home. This comprehensive approach reflects Anderson Elementary's commitment to nurturing students' social-emotional skills, fostering a supportive environment conducive to academic and personal growth.

Academic Intervention and Support

Anderson Elementary School has a multi-tiered approach to learning and well-being. Teachers have been trained and are supported with ongoing professional development and inquiry groups to go deep into the work of Reading and Writing Workshops and the Cognitively Guided Instruction approach for learning math. This provides a strong, targeted core program for all students.

For best first instruction (Tier 1) and intervention support (Tier 2), Anderson Elementary School has implemented Structured Literacy practices with a focus on phonemic awareness and phonics in primary grades to meet the needs of our diverse student body. We support the development of critical thinking with integrated technology school-wide. Conferring, small group instruction, and strategy groups are how teachers know their students as learners and meet their individual needs. Students who need another layer of support join our Tier 2 team for small group reading intervention which targets specific gaps in phonemic awareness, phonics, fluency, and comprehension.

This work is supported by two full-time intervention support teachers. Intervention support teachers support literacy through the Orton-Gillingham approach to teaching literacy. This approach is a direct, explicit, multisensory, and sequential way to teach literacy to young readers and has shown promise in strengthening our students' reading skills.

Physical Supports

Anderson Elementary School families have access to a myriad of resources to support their physical needs, including food, clothing, housing, medical care, parenting classes, and school counseling services. Our current part-time Community Liaisons (both Vietnamese and Spanish, our two main languages), have established strong relationships with our families and our community knows that they can come to school and get help whenever they need it. The School Community Liaison (CL) brings families together as they do community outreach, promoting school events and translation as needed. They promote parent workshops and deliver presentations, they support our student population through community resources and information to assist families with those essential needs, such as school clothing and shoes, pajamas, blankets, backpacks, school supplies, hygiene products, food, and much more through our WSD Boutique and community partnerships and with the help of our Community Liaisons who connect parents to these sorely needed resources. The Community Liaison follows up with families for additional support or per family's request. The strength of these partnerships are based on building relationships where confidentiality, trust and safety are paramount. Due to the importance of Community Liaisons' work and the rapport they already have with parents, their hours were increased in 2024-2025 to have them available to interact with families for a larger portion of the day. Being a more visible presence it will encourage families and students to seek their assistance throughout the school day.

Our weekly newsletter highlights the community events and resources that families can access during the week, which may include our WSD Food Distribution, WSD Free Clothing Boutique, Second Harvest food distribution, Hurtt Mobile Family Clinic, Hoag Well-Being classes, Healthy Smiles Dental services, free vision screening, District Assistance League's Operation School Bell New Clothing Pick Up, and parenting classes.

Another avenue for intervention and support is weekly meetings with community partners to brainstorm and collaborate to combine resources and information to offer much needed help to our families and to break down barriers making the whole student the center of all we do and offer. Creating an environment where the student can thrive and feel as part of a larger school community where they feel they are cared for.

It is important to mention the many staff development opportunities Community Liaisons have and the Professional Learning Community they are a part of. Community Liaisons have six initial hours of training at the beginning of the year through our Keenan system to learn about protocol, procedures and safety. In addition, Community Liaisons come together at least six times per year to be trained on Community Resources, Attendance, Technology, Customer Service and to network and learn from each other. This extensive communication and training makes them professionals in their field and an integral part of caring for the whole child.

In a spirit of collaboration and cooperation, we partner with many local organizations to serve our students, especially those most vulnerable. Some of the services we provide come from the generosity of the Assistance League of Huntington Beach (ALHB), who not only provides opportunities for our students to shop for new clothes at Target and JCPenney through Operation School Bell, but also works with our school for Operation New Beginnings. This program is used in emergency situations and when the student is in need of clothing between Operation School Bell dates. In addition, The ALHB also provides grants through “Links to Learning.” The grant monies are used to help teachers implement projects to enhance students' learning experience.

Westminster School District has also partnered with FOCUS O.C. an organization, which provides food boxes to our students and families once per month. The goal is to provide nutritious meals and improve the health of our students.

The City of Westminster partners with our school on “Shop with a Cop,” backpack and school supplies distribution and to make home visits to ensure the well-being of the whole-child.

CalOptima assists our families by helping to sign up families for Cal-Fresh, Cal-Works and more.

Westminster School District has opened a WSD Boutique at one of our sites, which supports families in need with food, clothing and shoes, hygiene products, diapers, laundry detergent, backpacks, school supplies and more, serving the whole family. The boutique is also a hub for referrals to needed outside resources.

Our goal is to provide a school environment where students can have their needs met, both scholastically and personally. A place that feels more like an extended family where they can thrive.

Attendance

Improving attendance is a top priority at Anderson Elementary School. The Principal, Community Liaison, and Office Manager work at the site hand in hand to track attendance data and ensure that our students come to school every day. In conjunction with these efforts, the Principal, staff and the WSD School Resource Officer, make home visits and offer resources to parents to break down barriers, so the student can feel safe and supported to attend school. As a team, we try to understand the barriers that our students and families face that prevent them from coming to school. Personal phone calls and meetings with the impacted families help us to problem-solve together as we tackle their student’s chronic absenteeism or tardiness. Through parent education workshops on attendance, School Attendance Review Teams, District Attorney Information meetings, and District Level School Attendance Review Boards, parents begin to understand the impact of attendance on their student’s academic success and learn ways to create routines and schedules at home. All the while using restorative practices and using a wrap-around system of support for the whole family as they make positive changes to improve attendance and in turn academic achievement. Students

can recover academic loss at Saturday School, a place where students want to be a part of due to the fun and supportive environment the school provides.

To encourage good attendance habits, classes earn monthly incentives and recognition in front of the entire school. Classes earn an Attendance Tiger for the month by having the highest attendance rate for the month. Classes with the greatest gains in attendance for the month earn a class pizza party.

FAMILY AND COMMUNITY ENGAGEMENT

Family engagement is a collaborative and strengths-based process through which teachers, school staff, families, and community members build positive relationships and set goals in order to ensure the success of our students. This shared responsibility and respect for the roles and strengths each has to offer is the cornerstone of our family and community engagement program at Anderson Elementary School.

Committees such as the English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and School Site Council (SSC) are vehicles for two-way communication that allow us to reflect, evaluate and co-plan the next steps for our school. Other parent involvement opportunities include field trip volunteers, classroom helpers, office support, Picture Day, PTA, fundraisers, and school events. Families also participate in events that foster rich experiences that help them to feel connected to each other and our school community.

These family engagement events include:

- English Learner Advisory Council
- PTA
- School Site Council
- Title I Parent Meeting
- Back to School Night
- Parent Conferences
- Open House
- Classroom Field Trips
- Monthly Awards Assembly
- PRIDE Showcase
- Kindergarten Round Up Meeting
- District Advisory Council Meeting
- GATE Meeting
- ACCESS Books: Library Book Processing
- Classroom Helpers/Volunteers
- Service Learning: Beach Clean-up
- Family Nights
- Winter Program
- Volunteer Tea
- Lunch on the Lawn
- Foundation Awards
- Special Olympics
- Westminster TET Parade
- Trunk or Treat

Regular and ongoing communication between parents and the school about our family engagement opportunities is shared in a variety of ways. These include a monthly newsletter from the principal, which is sent electronically in the families' correspondence language, our electronic marquee, updates on Parent Square, and regular social media posts on Instagram and Facebook, as well as hard copy. By accommodating preferred communication formats, we ensure that important information will be received and understood as intended.

EXTENDED LEARNING TIME AND OPPORTUNITIES

Anderson Elementary School students receive a wide range of academic support and unique expanded learning opportunities, which include before and after-school care programs. These programs were developed in collaboration with school staff and community partners who want to make a difference and enrich the lives of our learners. These opportunities include:

- Choir Club
- Project-Based Learning
- Vietnamese Art and Culture Club
- Tutoring focused on reading and comprehension skills

The time students spend before and after school each day is valuable and has been proven to have a lasting impact on a child's educational foundation. Our school is home to two extended day programs, ASES Pride, Boys and Girls Club and ESP (Extended School Program). Both programs provide daily care, nutrition, and homework support, as well as community-building activities and opportunities for students to be creative, play, and make new friends.

COLLABORATIVE LEADERSHIP PRACTICES FOR EDUCATORS & ADMINISTRATORS

At Anderson Elementary School, collaborative leadership practices are in place. Our School Leadership Team, English Language Advisory Committee, Parent Teacher Association, Professional Learning Community Leads, and School Site Council are teachers, staff, and administrators who meet regularly to share valuable insights and perspectives that contribute to the decision-making process. This shared leadership approach fosters a culture of collective responsibility and effectively engages teachers, families, and the community at large in improving student outcomes.

A thriving culture of professional learning and leadership is evident throughout Anderson Elementary School. The school's Positive Behavioral Intervention Support Lead has been working closely with the teachers and staff to support the school's implementation of a Social Emotional Learning framework that includes a common language, strategies for academics and behaviors, and how to create a culture of respect and responsibility while bridging the gap between school and home. This work

includes a schoolwide system of support and schedule for ensuring students understand expectations. District behavioral specialists are available for additional support.

All classified and certificated staff have the opportunity to participate in a district Leadership course that is led by our Assistant Superintendent of Human Resources. Both certificated and classified Leadership courses focus on how to support visions of learning that are supported by the school community, ensuring a safe inclusive environment for learning, and modeling a code of ethics and developing professional leadership capacity.

A monthly Leadership Institute allows for the school principal to work closely with district leadership to ensure systems are in place for high student achievement. Monthly principal professional learning communities allow for collaboration with like-minded schools to share best practices.

MOVING FORWARD

Our vision is to create a network of community schools within the Westminster School District that serves as hubs for holistic student development and family engagement. The community schools will not only focus on academic achievement but also address the social, emotional, and health needs of students. By fostering a collaborative and inclusive environment, we aim to create resilient, empowered, and well-rounded individuals who contribute positively to their communities. Programs and services will cover a spectrum of needs, including integrated student support, family and community engagement, collaborative leadership and practices for educators and administrators, and extended learning time and opportunities.

1. Integrated Student Supports:
    - Implementing a multi-tiered system of support (MTSS) framework to address academic, behavioral, and social-emotional needs of students.
    - Offering counseling services, academic tutoring, and mentoring programs to provide personalized support for students.
    - Creating a positive school climate through initiatives such as restorative justice practices, anti-bullying campaigns, and mindfulness programs.
    - Partnering with community organizations to provide access to health services, food assistance, and other basic needs for students and families.
2. Family and Community Engagement:
    - Hosting regular parent-teacher conferences and workshops on topics such as literacy strategies, homework help, and college readiness.
    - Establishing a parent advisory council (SSC/ELAC) to involve families in decision-making processes.
    - Organizing family nights, cultural celebrations, and community events to foster connections between school staff, students, and families.
    - Collaborating with local businesses, non-profits, and faith-based organizations to provide resources and support for families in the school community.
3. Collaborative Leadership and Practices for Educators and Administrators:

    - Facilitating professional learning communities (PLCs) where teachers collaborate to analyze student data, share best practices, and develop instructional strategies.
    - Providing opportunities for job-embedded professional development through coaching, mentoring, and peer observation.
    - Establishing shared leadership structures (SST) to distribute decision-making and promote collective responsibility.
4. Extended Learning Time and Opportunities:
    - Offering before and after-school programs focused on enrichment activities, homework help, and skill-building workshops (ELOP, ESP).
    - Implementing summer learning programs to prevent learning loss and provide additional academic support for students (SLRP, ESY, ESP-summer camp).
    - Providing access to online learning platforms for students who need extra help outside of regular school hours.