

Washoe County School District

Anderson Elementary School

2025-2026 School Improvement Plan

Classification: 2 Star School

Title I



Mission Statement

Empowering young minds through high expectations, we strive to cultivate a nurturing environment where every child can thrive academically, socially, and emotionally.

Demographics & Performance Information

Nevada Report Card

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 http://nevadareportcard.nv.gov/DI/nv/washoe/anderson_elementary/2025/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- A higher percentage of students school-wide achieved their Annual Stretch Growth in ELA than in Math (24% for ELA compared to 20% for Math)
- Students have decreased chronic absenteeism from 36% to 20%.

Student Success Areas for Growth

- iReady: 57% of students school-wide met Annual Typical Growth in ELA; 58% in Math
- iReady: 28% of students school-wide met Annual Stretch Growth in ELA; 27% in Math
-

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Some ELL students struggle with grade-level material	We have 2 ELL teachers and an Aide to help their growth.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Some students struggle with grade level material	We have Special Ed teachers and aids to help with our students with IEPs.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Not all grade levels met their average minutes.

Critical Root Cause: Teachers are unsure how to incorporate iReady into their daily instructional routine. Students are unaware of the importance of achieving their minimum minute requirements. Student buy-in from older grades lacks engagement.

Adult Learning Culture

Adult Learning Culture Areas of Strength

- The master schedule provides time for PLC work.
- The PLC schedule provides opportunity for vertical discussion.
- 63% of staff feel that the school implements a rigorous academic curriculum.
- 50% of teachers perceive that students have the opportunity for academic discussion.
- 44% of teachers feel the school's policies and practices provide all student's the opportunity for academic success.

Adult Learning Culture Areas for Growth

- The PLC process lacks guidance and structure.
- The language around the standards lacks understanding.
- Some teachers need more support in identifying essential standards.
- Pacing guides need to be referenced frequently in PLCs to ensure that teachers are on track to completing most of the district approved curriculum for the year.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/a	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	

Student Group	Challenge	Solution
Students with IEPs	N/A	

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): PLC time needs to be purposed to its full extent.

Critical Root Cause: Teachers are not given opportunity to unpack the correlation between the curriculum and the standards.

Connectedness

Connectedness Areas of Strength

- Overall chronic absenteeism decreased 56% from previous school year (20% from 36%)
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Connectedness Areas for Growth

- Students are missing instruction due to arriving late.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Families understanding the importance of school	We use our ELL aide to educate families about the importance of coming each day.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Incentives for improving attendance for our chronic and severe absentee students was not implemented consistently.

Critical Root Cause: Need of more communication with families regarding the importance and impact attendance has on a student's success

Priority Problem Statements

Problem Statement 1: Not all grade levels met their average minutes.

Critical Root Cause 1: Teachers are unsure how to incorporate iReady into their daily instructional routine. Students are unaware of the importance of achieving their minimum minute requirements. Student buy-in from older grades lacks engagement.

Problem Statement 1 Areas: Student Success

Problem Statement 2: PLC time needs to be purposed to its full extent.

Critical Root Cause 2: Teachers are not given opportunity to unpack the correlation between the curriculum and the standards.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Incentives for improving attendance for our chronic and severe absentee students was not implemented consistently.

Critical Root Cause 3: Need of more communication with families regarding the importance and impact attendance has on a student's success

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Curriculum Based Measures
- Early reading assessment results
- End-of-Unit Assessments
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- Multi-Tiered System of Supports (MTSS)
- MyPath
- Nevada Alternate Assessment (NAA)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other
 - i-Ready

Adult Learning Culture

- Budgets/entitlements and expenditures data
- Coaching Logs
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Student Climate Survey
- Study of best practices
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- PBIS/MTSS data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: One hundred percent of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. 25% of students who are two or more grade levels below on the first reading iReady Diagnostic will meet their stretch growth target on the third Diagnostic. One hundred percent of students in grades K-5 will meet their typical growth target in math on the third iReady Diagnostic. 25% of students who are two or more grade levels below on the first math iReady Diagnostic will meet their stretch growth target on the third Diagnostic.

Aligns with District Goal

Formative Measures: Weekly check of i-ready completion percentage
Weekly check of i-Ready usage minutes

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: i-Ready				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Develop master schedule with specific time allocated for students to complete iReady Personalized Path lessons. Create an incentive program/system to support students in meeting weekly lesson passage goals. Design master schedule to ensure all special groups are allocated specific time to meet weekly lesson passage goal.	Administration for scheduling & Incentives. Teachers for implementing iReady and incentives.	End of SY25-26	No review	No review	No review
Position Responsible: Administration for scheduling & Incentives. Teachers for implementing iReady and incentives.						
Evidence Level Level 2: Moderate: i-Ready						
Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Not all grade levels met their average minutes. Critical Root Cause: Teachers are unsure how to incorporate iReady into their daily instructional routine. Students are unaware of the importance of achieving their minimum minute requirements. Student buy-in from older grades lacks engagement.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of our weekly PLC meetings will include explicit agendas to discuss instructional practices, student data, and components of the Teacher Clarity Playbook.

Analyze and dissect grade level subject standards to determine appropriate rigor of instruction.

Within PLC meeting, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs.

Lesson plans will identify formative assessments that will be used to inform and adjust instruction.

Implement peer observation and feedback protocols and share observation takeaways during PLC meetings to promote continuous improvement.

Aligns with District Goal

Formative Measures: PLC agendas, pacing guides, walkthrough data, formative assessment data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC's				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Implement structured weekly PLC meetings with explicit agendas to discuss instructional practices, student data, and components of The Teacher Clarity Playbook. Within PLC meeting, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs while identifying formative assessments that will be used to inform and adjust instruction.	Teachers, administration, and support staff	End of SY25-26			
Position Responsible: Teachers, administration, and support staff						
Evidence Level						
Level 2: Moderate: PLC's						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: PLC time needs to be purposed to its full extent. Critical Root Cause: Teachers are not given opportunity to unpack the correlation between the curriculum and the standards.

Inquiry Area 3: Connectedness

SMART Goal 1: Use historical attendance data to identify students who are at risk of chronic absenteeism.

Conduct bi-weekly reviews of attendance data to identify students with 2-3 consecutive absences, with 10% or more days absent, with more than one unverified absence.

Form attendance team to coordinate efforts to develop individualized attendance contracts/agreements with students identified through the bi-weekly attendance reviews.

Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents.

Establish process/protocol for teachers to communicate with attendance team regarding student absences.

Establish protocols/process for communicating with families regarding student absences in a timely manner.

We will conduct the above steps with the intention of reducing the percentage of students who are chronically absent by 5%

Aligns with District Goal

Formative Measures: Contracts/agreements, attendance reports, attendance review data, outreach communication, process/protocols

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Family Engagement				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents. Organize workshops and information sessions specifically designed for parents/guardians to educate them on the importance of attendance and provide strategies for improving their child's attendance. Collaborate with families to develop individualized attendance plans for students at risk of chronic absenteeism. Create and implement a system of incentives and recognition for students and families who demonstrate improved attendance.	Teachers, administration, counselor, clerk, truancy officer	End of SY 25-26			
Position Responsible: Teachers, administration, counselor, clerk, truancy officer						
Evidence Level Level 3: Promising: Family Engagement						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Incentives for improving attendance for our chronic and severe absentee students was not implemented consistently. Critical Root Cause: Need of more communication with families regarding the importance and impact attendance has on a student's success

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

FOR ALL TITLE I ELEMENTS, PLEASE SEE ATTACHED ADENDUM.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Night	8/8/2025	This was a big help to educate parents on the necessity to be at school every day for all students.
Music Events	TBD	This is our largest parent involvement section. Most parents come into the school to see our learning.