Washoe County School District



Anderson Elementary School

Classification: 3 Star School

Title I, ≥ 10% of enrolled students are English Learners

2026-2027 School Improvement Plan

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Mission Statement

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

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Comprehensive Needs Assessment

Student Success

Areas of Strength

- A higher percentage of students school-wide achieved their Annual Stretch Growth in ELA than in Math (31% for ELA compared to 27% for Math)
- Students have decreased chronic absenteeism from 20% to 15%.

Areas for Growth

- iReady: 57% of students school-wide met Annual Typical Growth in ELA; 50% in Math
- iReady: 31% of students school-wide met Annual Stretch Growth in ELA; 27% in Math

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	Foster Students can struggle academically	Counselor will help get the support they need.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
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	Critical Root Cause
1 ★	Not all grade levels met their average minutes.	Teachers are resistant to change within their daily instructional routine. Students are unmotivated in achieving their minimum minute requirements. Students are unmotivated in achieving maximum lesson passing percentages.
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

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.

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.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners struggle due to language barrio	Targeted tier 1 instruction and supports with Personnel.
Foster/Homeless	Foster students can struggle due to insecure housing	Counselor helps with supports
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	

Student Group	Challenge	Solution
Students with IEPs	Students with IEPs struggle with grade level curriculum	Targeted support from our Special education teachers.

Problem Statements Identifying Adult Learning Culture Needs

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

★ = Priority

Connectedness

Areas of Strength

- Overall chronic absenteeism decreased 35% from previous school year (14% from 20%)
-

Areas for Growth

- Students are missing instruction due to arriving late.

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	Foster students can struggle getting to school	We use our counselor to find ride solutions for our foster families
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Students with IEPs need help with transpiration	We work with transportation to identify students who need the bus.

Problem Statements Identifying Connectedness Needs

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

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Not all grade levels met their average minutes.	Teachers are resistant to change within their daily instructional routine. Students are unmotivated in achieving their minimum minute requirements. Students are unmotivated in achieving maximum lesson passing percentages.
2 ★	PLC time needs to be purposed to its full extent.	Teachers are not given opportunity to unpack the correlation between the curriculum and the standards.
3 ★	Incentives for improving attendance for our chronic and severe absentee students was not implemented consistently.	Need of more communication with families regarding the importance and impact attendance has on a student's success
4 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

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

Adult Learning Culture

- [x] **Budgets/entitlements and expenditures data**
- [x] **Coaching Logs**
- [x] **Master schedule**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**

- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Study of best practices**
- [x] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **PBIS/MTSS data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By the end of the 2026-27 school year, 60% of English Learner students at Anderson Elementary School will demonstrate measurable growth on the ACCESS assessment, with differentiated growth targets based on current proficiency levels: students who scored 2.9 or below on the 2025-26 ACCESS assessment will increase their overall proficiency by at least 1.0 levels, and students who scored 3.0 or higher will increase their overall proficiency by at least 0.5 level in speaking, listening, reading, writing, and composite scores.

Formative Measures: Language walkthrough data, i-Ready Diagnostics, Tools for Instruction, Personalized Learning, Literacy Tasks, Benchmark weekly quizzes

Improvement Strategy 1

MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	ELF with a focus around building staff capacity * Strategic placement of ELs in small population EL schools in one classroom at each grade level, if possible, to maximize time spent in classrooms * Infusion of ELF into PLCs * Co-teaching cycles with ELF implemented based on student/staff needs * Reflection on impact of ELF Model using ELD SF Tool to discuss with leadership team.	Lisa Neiberline (English Language Facilitator)	SY 26-27	
2	Explicitly teach sentence level to paragraph level writing skills through carefully sequenced activities such as sentence expansion, sentence combining, and structured paragraph writing. Utilize sentence stems, because-but-so strategies and paragraph structures to support students in producing increasingly complex written responses. Writing instruction will be implemented across all content areas to reinforce vocabulary, grammar, and syntax development.	Teachers, Alyssa Ponte (instructional Coach)	SY 26-27	
3	Build intentional daily opportunities for structured academic talk to strengthen speaking and listening domains. Implement consistent discourse routings such as Think-Pair-Share, structured debates, or reciprocal teaching, require accountable talk with sentence stems and increase teacher modeling of academic conversation.	Teachers, Kevin Sady	SY 26-27	

Evidence Level

Level 2: Moderate:
MTSS

Problem Statements: Student Success 2

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2

Increase percentage of K-5 students, scoring one grade level or more below, making stretch growth on end of year i-Ready ELA diagnostic by 4-7 percentage points (currently 31%).

Formative Measures:
Walkthrough data, i-Ready ELA domain data (esp. phonemic awareness, phonics, etc.), i-Ready ELA growth measures, Benchmark weekly quizzes, and student work.

Improvement Strategy 1

i-Ready/Science of Reading

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish weekly grade-level PLC time anchored in a structured literacy block, with structured protocols for examining student work and calibrating instructional moves across foundational skills (phonemic awareness, phonics, fluency) vocabulary and language comprehension.	Administration, Coach, ELD	End of SY26-27	
2	Analyze data to identify student strengths and skill deficits to provide targeted small group instruction focused on specific foundational reading skills and comprehension needs.	Kevin Sady	End of SY26-27	
3	Implement a system of walk-through practices to observe that instruction is explicit for foundational literacy skills, including phonological awareness, phonics, fluency, vocabulary and comprehension and that the teacher provides clear modeling, guided practice, immediate feedback and opportunities for independent application across all ELA instructional blocks.	Kevin Sady	End of SY26-27	

Position Responsible: Administration for scheduling & Incentives. Teachers for implementing iReady and incentives.

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November **February** **May**

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Not all grade levels met their average minutes.	Teachers are resistant to change within their daily instructional routine. Students are unmotivated in achieving their minimum minute requirements. Students are unmotivated in achieving maximum lesson passing percentages.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Classroom walkthroughs will indicate that 100% of teachers consistently implement clear learning intentions and aligned success criteria in daily instruction.

Formative Measures:
Walkthrough data, i-Ready ELA domain data (esp. phonemic awareness, phonics, etc.), i-Ready ELA growth measures, Benchmark weekly quizzes, and student work.

Improvement Strategy 1

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop a shared definition and non-negotiables for high-quality learning intentions and success criteria across all content areas.	Teachers, administration, and support staff	End of SY26-27	
2	Incorporate explicit modeling and examples of strong and weak learning intentions and success criteria during PLCs.	Teachers, administration, and support staff	End of SY26-27	
3	Ensure all lessons include: A standards-aligned learning intention (what students are learning) Clear, measurable success criteria (how students demonstrate learning)	Teachers, administration, and support staff	End of SY26-27	

Position Responsible: Teachers, administration, and support staff

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

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

Inquiry Area 3

Connectedness

SMART Goal 1

Students identified as chronically absent in the prior school year will reduce their absentee rate by 5% by the end of the current school year.

Formative Measures: Attendance dashboards, intervention logs, meeting notes, communication records, contract completion

Improvement Strategy 1

MTSS/Monitoring & Early Intervention System

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct bi-weekly attendance team meetings to review data and identify students for intervention.	Teachers, administration, counselor, clerk, truancy officer	End of SY 26-27	
2	Develop and implement attendance contracts/ agreements for students identified through data reviews.	Teachers, administration, counselor, clerk, truancy officer		
3	Establish clear staff protocols for timely communication with families (e.g., same-day absence contact, escalation procedures).	Teachers, administration, counselor, clerk, truancy officer		
4	Monitor intervention effectiveness and adjust supports based on data.	Teachers, administration, counselor, clerk, truancy officer		

Position Responsible: Teachers, administration, counselor, clerk, truancy officer

Evidence Level

Level 2: Moderate:
MTSS

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

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

Schoolwide and Targeted Assistance Title I Element Summary

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	8/7/2026	Parents enjoy learning about our school
Walk to School Day	9/17/2026	Crosswalks and routs are much improved
Snacks with Books	9/29/2026	Students need to build up their home libraries
Music Concerts	10/24, 12/17, 3/11, 3/18, 5/20, 6/4	Parents enjoy celebrating cultural events with music
Soccer, Cheer, Drumline	Spring 2027	Parents support our extracurricular activities