

Washoe County School District
Anderson Elementary School
2025-2026 Status Checks with Notes



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/

Table of Contents

Inquiry Areas 4

 Inquiry Area 1: Student Success 4

 Inquiry Area 2: Adult Learning Culture 5

 Inquiry Area 3: Connectedness 6

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
<p>Improvement Strategy 1: i-Ready</p> <p>Position Responsible: Administration for scheduling & Incentives. Teachers for implementing iReady and incentives.</p> <p>Evidence Level Level 2: Moderate: i-Ready</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Nov: Implemented</p> <p>November Lessons Learned The master schedule is always in flex based on current needs of the school. Including i-Ready minutes for each specific subject has proven helpful and most students are meeting their weekly goals.</p> <p>November Next Steps/Need We will continue to find new incentives that students enjoy.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>May: No review</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>

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
<p>Improvement Strategy 1: PLC's</p> <p>Position Responsible: Teachers, administration, and support staff</p> <p>Evidence Level Level 2: Moderate: PLC's</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Nov: In progress</p> <p>November Lessons Learned PLC has been instrumental to build the capacity of all teachers as well as great vertical alignment.</p> <p>November Next Steps/Need We will continue to build towards implementation of Teacher Clarity.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>May: No review</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>

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
<p>Improvement Strategy 1: Family Engagement</p> <p>Position Responsible: Teachers, administration, counselor, clerk, truancy officer</p> <p>Evidence Level Level 3: Promising: Family Engagement</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Nov: In progress</p> <p>November Lessons Learned Families are happy to come on campus for before and after school pick-up and drop-off. They are happy to come to events put on by the school.</p> <p>November Next Steps/Need We are working on building the relationship with families to help in decision making.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>May: No review</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>