

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%)
-

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	Implemented	No review	No review
<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>						

SMART Goal 1 Problem Statements:

Student Success
<p>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.</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		
Improvement Strategy 1: PLC's				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
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	In progress	No review	No review
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		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
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	In progress	No review	No review
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.

Addendums

ESSA Title I Schoolwide and Targeted Assistance Title I Elements

School Improvement Plan (SIP) Washoe County School District

1.1 Write 1-2 sentences describing the comprehensive needs assessment process at your school.

The Comprehensive Needs Assessment (CNA) is conducted as part of the Continuous Improvement Process (CIP). Acts 1 and Events 1-3— including Data Dive, Root Cause Analysis, Problem Statements, and ESSA-approved Improvement Strategies— ensure a thorough CNA, which serves as the foundation for developing the School Improvement Plan (SIP).

2.1 Write 1-2 sentences describing how staff, families, and community members are included in the plan development process, including how feedback is solicited about the plan.

Staff, families, and community members are actively involved in the plan development process through surveys, meetings, collaborative discussions and other community outreach events. Their feedback is solicited via stakeholder input sessions, advisory committees, and open forums to ensure the plan reflects the needs and priorities of the entire school community. At the secondary level Student Voice is required when crafting the plan.

2.2 Write 1-2 sentences describing the process of how plans are regularly monitored and revised.

At least three times a year, through CIP Events 5-7, schools meet with stakeholders to review their School Improvement Plan (SIP), assess progress, reflect on lessons learned, and determine next steps. Many schools utilize school improvement stipends to support data analysis and necessary course corrections.

2.3 Write 1-2 sentences describing how you make the plan available to parents and community in an understandable format and language. Ex.

The plan is posted on our school website in English and Spanish, as well as sent to families in the newsletter and available at the front desk. Elementary schools inform families of the plan through Class Dojo.

2.4 Briefly describe the Title I funded major initiatives in your plan in which all children are given opportunities to meet State standards.

Supplementary materials for ELA foundational skills instruction such as UFLI and Magnetic Reading Foundations are used to reinforce and expand core concepts, offer students targeted opportunities to practice and strengthen their reading, writing, and language skills. Students engage in varied learning activities that support key foundational skills like

phonics, vocabulary development, and fluency. These resources align with grade-level standards and provide students with a structured pathway to meet grade-level expectations.

2.5 Briefly describe the Title I funded major initiatives in your plan in which children are provided increased learning time and well-rounded education.

Teacher Clarity by Corwin emphasized the importance of clear, purposeful instruction in improving student outcomes. The incorporation of Teacher Clarity ensures that students know exactly what they are expected to learn, how they will learn it and why it matters. Teachers utilize the Teacher Clarity Playbook to guide their practice.

2.6 Briefly describe the Title I funded major initiatives in your plan in which you address the needs of all students, particularly at-risk.

Targeting chronic absenteeism creates a supportive environment that encourages consistent attendance and addresses underlying barriers. A range of resources and strategies are tailored to different students' needs such as identifying root causes, engaging families and communities, early identification, timely interventions, and creating a positive school culture.

3.1 Write 1-2 sentences describing the process for how you evaluate the School Performance Plan (SPP)

The School Improvement Office conducts a thorough review of all 114 School Improvement Plans (SIPs), meeting individually with each principal and key stakeholders to ensure alignment with district and state requirements. Special focus is given to SMART goals, ESSA-approved improvement strategies, and actionable steps to drive plan success.

4.1 Write 1-2 sentences describing how you develop and distribute the Parent Involvement and Family Engagement Policy, and who is involved in the process.

The parent and family engagement policy are developed with family members and school staff including administrators. Staff and families discuss key points of family engagement at their school, i.e., communication, meetings, building staff and family capacity around family engagement, and indicate on the policy how those points will be addressed. Depending on school needs, the policy is created in both English and Spanish. Schools distribute the policy through their website, newsletters, or other communication methods by October 1 of each year. The policy is revised annually in the Spring with staff and family members to update it for the next year.

4.2 Describe how you provide a flexible number of parent involvement opportunities. e.g. multiple events are held at different times during the day on various days.

Schools provide parent meetings with Morning Mugs, parent and teacher meetings, and one-on-one meetings at different times during the day. Schools schedule Parent University

or other classes or during the school day and at night based on what families have indicated they prefer and aligned to the school performance plan and administrator vision.

5.1 Determine which students will be served by following local policy

WCSD uses the Title I Rank and Serve process based upon FRL Percentages. The Federal mandate is that schools with an FRL Percentage 75% or higher automatically must be served as a Title I school. For the 2025-2026 school year, all schools that have an FRL Percentage 68.81% or higher will be served as Title I schools. WCSD utilizes a School-wide program for all schools that receive Title I funding.

According to NRS 388.408, all schools who are rated in the lowest 30 percent of public schools in this State in the achievement of pupils who are English learners, shall adopt, submit to the Department (NDE) and publish on an Internet website maintained by the school a corrective action plan. This template is designed to help schools write a plan that satisfies NRS 388.408 and integrates into their School Performance Plan.

School Contact Information

School Year:

<i>School Name:</i>	Anderson Elementary School
<i>District:</i>	Washoe County School District
<i>Principal:</i>	Kevin Sady
<i>Principal email:</i>	ksady@washoeschools.net
<i>EL Specialist:</i>	Yvonne Rose, Jenny Fitzgerald, Pamala Scherer
<i>EL Specialist email:</i>	yrose@washoeschools.net jennie.fitzgerald@washoeschools.net pamela.scherer@washoeschools.net

Root Cause Analysis *When considering the achievement of the English learners at your school, your team might ask the following questions to better understand the underlying reasons why your English learners aren't seeing greater academic success.*

<i>Student Success</i>	<ul style="list-style-type: none"> • 90% of our ELL students are on track to meet the minimum amount of days allowed for absence. • 8.1% of English Learners demonstrated proficiency on the 2024 Math SBA, 18.1% of all students demonstrated proficiency on the 2024 Math SBA. • 5.4% of English Learners demonstrated proficiency on the 2024 ELA SBA, 18.9% of all students demonstrated proficiency on the 2024 ELA SBA • 20.8% of EL students met AGP on the 2024 ELPA • 19% of ELs are newcomers`
<i>Adult Learning Culture</i>	<ul style="list-style-type: none"> • The frequency of PD centered around Language acquisition and essential academic vocabulary needs to be increased for ELA and Math. • "47% of tier 1 classroom educators have taught for 3 or less years • The PLC process needs to include discussion about ELL success in the classroom.
<i>Connectedness</i>	<ul style="list-style-type: none"> • 10% of our Newcomers are on track to be chronically absent.

School English Learner Academic Achievement Plan

	<ul style="list-style-type: none"> • Anderson Elementary should work to reach more families in becoming a part of their child’s education through family engagement.
<p><i>English Learner Achievement Root Cause Analysis Summary</i></p>	<ul style="list-style-type: none"> • 19% of our ELLs are Newcomers with limited language acquisition. • 39% of our school is comprised of English Language Learners. • 10% of our ELL students are on track to be chronically absent. • 10% of our ELL students are considered transient. <p>English learners are underperforming on Math and ELA SBA in comparison to their monolingual peers. Many of the teachers at Anderson Elementary are within their first few years of teaching, and they are still acquiring knowledge around best practices to support English learners in Tier 1 instruction. While many of our EL students are within the allowable amount of absences, there are still concerns about chronic absenteeism among our EL students.</p>
<p><i>English Learner Achievement Problem Statement</i></p>	<p>According to 2024 SBAC results, 95% of the ELL students at Anderson Elementary are not considered proficient in ELA.</p> <p>According to 2024 SBAC results, 95% of the ELL students at Anderson Elementary are not considered proficient in Math.</p>

English Learner Achievement Plan Goals, Strategies, Action Steps and Persons Responsible

<i>SMARTIE Goal #1</i>	By the Spring 2025 ELA SBAC assessment, Anderson Elementary will increase our reading proficiency by 10% for our English Language Learners.
<i>Performance Objective</i>	Anderson will utilize our ELL teachers to target student learning gaps using our ELA curriculum in tandem with Strategies from Ellevations.
<i>Strategies for APO/Goal</i>	We will use our ELL teachers to work directly with the students that are near proficiency targeting their specific learning gaps.
<i>Action Steps for Strategies</i>	Administrative walk through and feedback regarding supporting our English learners in Tier 1 ELA instruction i-Ready data chats with EL students Test preparation to include language supports including giving EL students opportunities to navigate sample test items. Professional development focused on Language Acquisition strategies for the classroom. Professional Development teaching cycles with teachers that focus on supporting our English Learners in Tier 1 instruction. Positive Behavior Supports targeting chronic absenteeism
<i>Position Responsible</i>	Pam Scherer, ELL teacher Jenny Fitzgerald, ELL teacher Yvonne Rose, English Language Facilitator Lori Crawford, Instructional Coach
<i>SMARTIE Goal #2</i>	By the Spring 2025 Math SBAC assessment, Anderson Elementary will increase our math proficiency by 10% for our English Language Learners.
<i>Performance Objective</i>	We will focus tier 1 instruction to include language supports for all students so they understand what a problem is asking.
<i>Strategies for APO</i>	We will focus our tier 1 instruction to be language rich in academic mathematical vocabulary.
<i>Action Steps for Strategies</i>	Administrative walk through and feedback regarding supporting our English learners in Tier 1 math instruction Small group instruction that focuses on the language of math and supports English learners with academic mathematical vocabulary Supplemental Foundational Math Support i-Ready data chats with EL students Professional development focused on Language Acquisition strategies for the classroom. Professional Development teaching cycles with teachers that focus on supporting our English Learners in Tier 1 instruction. Positive Behavior Supports targeting chronic absenteeism
<i>Position Responsible</i>	Yvonne Rose, English Language Facilitator Lori Crawford, Instructional Coach