

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



Mission Statement

We, the staff students, and families of Van Gorder Elementary School, will create a learning community that promotes high academic achievement, personal success, moral responsibility and the fulfillment of higher educational goals for 100% of our students. We Teach Kids!

Vision

As an exemplary school in the Washoe County School District, Van Gorder will be the highest-achieving elementary school in the state of Nevada by providing a safe, engaging, and rigorous environment that will ensure all students reach their highest potential and excel on their educational journey.

Demographics & Performance Information

http://nevadareportcard.nv.gov/DI/nv/washoe/van_gorder_elementary/2025

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: The goal is to enhance elementary school students' performance in meeting Claim 1 standards of the Smarter Balanced Assessment Consortium (SBAC) by implementing a comprehensive approach that involves frequent assessment, data analysis, and the establishment of professional learning communities (PLCs). This initiative aims to improve mathematics, bridging the gaps in students' understanding and application of key concepts. By the end of the academic year, at least 80% of Van Gorder Grades 3-5 students will demonstrate significant progress towards meeting Claim 1 standards in mathematics, as evidenced by scoring "At or Above Standard" on the SBAC assessment and deeper engagement with the subject matter.

Aligns with District Goal

Formative Measures: SBAC, Walkthrough Data, Annual Observation Data on Instruction, Participation in Professional Development around Mathematics

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: iReady/MTSS Position Responsible: Administration & Teaching Staff Evidence Level Level 2: Moderate: MTSS Level 3: Promising: i-Ready Problem Statements/Critical Root Cause: Student Success 1	Nov: In progress November Lessons Learned We are making strong, steady progress toward this goal through intentional staff professional development, a clearly defined MTSS structure, and consistent use of data to inform instruction. Throughout the fall, teachers have engaged in targeted PD focused on math instructional practices, differentiated instruction, and effective use of iReady to monitor and respond to student needs. Our MTSS program continues to be refined, ensuring that intervention blocks are purposeful, aligned to student data, and supported by strong instructional materials. As assessment data is collected, grade-level teams and leadership will analyze trends to identify specific skill gaps, misconceptions, and patterns of struggle. This analysis will drive instructional decisions, guide regrouping for support, and inform adjustments to teaching strategies. Based on these findings, teachers will develop targeted action plans within iReady and MTSS to address priority gaps and provide differentiated supports for s November Next Steps/Need Deepen Data Cycles With Grade-Level Teams

Establish a consistent 4-6 week data cycle where grade-level teams review iReady diagnostics, growth checks, and classroom assessments to identify specific student trends. Use this time to create short-term intervention plans, monitor progress, and adjust instruction or regroup students based on real-time needs.

Expand Targeted Small-Group Math Instruction
Strengthen Tier 1 and Tier 2 supports by implementing structured small-group rotations in math across all grade levels. Provide teachers with materials, exemplars, and planning templates to differentiate instruction more efficiently, ensuring that students identified with skill gaps receive explicit, targeted instruction during core and intervention blocks.

Feb: No review

February Lessons Learned

February Next Steps/Need

May: No review

May Lessons Learned

May Next Steps/Need

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: As a school-wide Professional Development focus, 100% of Van Gorder teachers will implement strategies from the Teacher Clarity Playbook by Douglas Fisher/Nancy Frey to improve the communication of learning intentions and success criteria, resulting in increased student engagement, ownership of learning, and meta-cognitive skills development in meeting the essential learning outcomes.

Aligns with District Goal

Formative Measures: Walkthrough Data, PLC Meetings with Data Review, Annual Observation Data

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: PLCs Position Responsible: Administration Evidence Level Level 2: Moderate: PLC Problem Statements/Critical Root Cause: Adult Learning Culture 1	Nov: In progress November Lessons Learned We have established consistent weekly PLC structures with clearly defined agendas that prioritize instructional practices, student data, and components of The Teacher Clarity Playbook. Grade-level teams are regularly analyzing standards to determine the appropriate level of rigor and to ensure alignment between the standards, instructional tasks, and assessments. These discussions have strengthened collective clarity around what students need to know, understand, and be able to do. During PLC time, teachers are actively collaborating to define and refine learning intentions and success criteria for daily lessons across subject areas. This has led to greater coherence in lesson design and more intentional connections between instruction and student outcomes. Lesson plans increasingly include formative assessments that provide immediate insights into student understanding and guide instructional adjustments. Peer observation and feedback cycles have begun, with teachers sharing takeawa November Next Steps/Need Develop Common Formative Assessment (CFA) Cycles Across Grade Levels Work with each PLC to design short, standards-aligned CFAs that are administered regularly. Use these assessments to drive discussions around student misconceptions, instructional adjustments, and intervention/enrichment needs. This step will further solidify the link between standards analysis and

instructional decision-making.

Create a Schoolwide Learning Intentions & Success Criteria Repository

Build a shared digital space where grade levels upload exemplars of learning intentions, success criteria, and aligned formative checks. This will help increase consistency across classrooms, provide models for new staff, and support vertical alignment across the building.

Feb: No review

February Lessons Learned

February Next Steps/Need

May: No review

May Lessons Learned

May Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 1: The percentage of students identified as chronically absent in the 25-26 school year will decrease by 3% when compared to the 24-25 SY percent identified as chronically absent. From 9% to 6% for SY 25/26.

Aligns with District Goal

Formative Measures: Daily Attendance Reports, BIG, MTSS Meetings.

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Family Engagement Position Responsible: None Evidence Level Level 3: Promising: Family Engagement Problem Statements/Critical Root Cause: Connectedness 1	Nov: In progress November Lessons Learned We continue to make meaningful progress toward reducing chronic absenteeism through a multifaceted communication strategy and strengthened family partnerships. Families are receiving consistent messaging about the importance of regular attendance through email reminders, newsletters, social media updates, and personal outreach. These efforts are helping to build awareness around the academic and social-emotional impact of absenteeism and reinforce the critical role families play in supporting consistent attendance. Staff have been actively collaborating with families of students identified as at-risk for chronic absenteeism to create individualized attendance plans. These plans focus on problem-solving barriers, offering resources, and establishing shared commitments that support improved student attendance. Early results show that personalized intervention and relationship-building are making a measurable difference. Our incentives and recognition systems are in place to celebrate s November Next Steps/Need Launch Monthly Attendance Data Check-Ins With Grade-Level Teams Provide teachers with updated, easy-to-read attendance dashboards each month. Use brief structured conversations to identify trends, flag students showing early signs of slipping attendance, and activate tiered supports before patterns become chronic.

Expand Family Support Resources & Partnerships
Strengthen collaboration with community organizations (e.g., counseling agencies, after-school programs, transportation resources) to help families address barriers such as illness, transportation, childcare, or morning routines. Making support more accessible will increase the effectiveness of individualized attendance plans.

Feb: No review

February Lessons Learned

February Next Steps/Need

May: No review

May Lessons Learned

May Next Steps/Need