

Washoe County School District
Hunter Lake Elementary School
2024-2025 School Performance Plan

Classification: 3 Star School

Value Statement

Nevada Report Card

<https://nevadareportcard.nv.gov/DI/nv/washoe/2024>

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Hunter Lake historically has drawn from both a two-parent demographic as well as having many transient, and CIT families who we serve. Over the course of the past twelve years, we have grown in free and reduced lunch from about 35% overall to 65% overall. Many of our families find themselves without permanent housing and traveling between relatives and friends making attendance a major concern for our school. Throughout the school year students move in and out of our zone due to housing prices and the availability of rental units. Our students generally achieve more readily in reading and struggle more in math and science. Additionally, our school has had some learning challenges with ELD students and students with special education needs. Overall, we have maintained a 5-star status, dropping to 4-stars in 2023 due to our attendance.

Student Success Strengths

This year after our team reflected on the data as a staff, we found that our school maintained our reading scores within the margin of error (decreasing 2% overall) as our students continue to apply the reading foundational skills in all grade levels. Teachers are focused on providing rigorous, demanding content that challenges students to expand their understanding and seek contextual comprehension from their text.

Likewise, mathematics scores were also maintained within the margin of error (decreasing 1% overall). We especially saw growth and achievement in our 3rd grade students who scored at or above 80%. Our 5th grade students decreased, however in this grade level, we concluded that this was due to class size and an inordinate number of special education and EL students - new to country.

Our overall chronic absenteeism decreased by 3%, achieving our school goal.

Finally, we were able to exit 9 EL students and maintain growth for the remainder of our EL students due to the implementation of classroom strategies and MTSS supports.

Problem Statements Identifying Student Success Needs

Problem Statement 1: Our team would like to increase Hispanic/EL population and IEP student scores in both mathematics and reading as measured by a level 3 or 4 on SBAC.

Critical Root Cause: Due to absenteeism, students have missed large portions of mathematics and ELA curriculum and have struggled to perform both formal and informal assessments. Given the transient dynamics of our population, chronic absenteeism continues to be a problem at our school. Our school needs to align our writing expectations to assure vertical cohesion.

Problem Statement 2: Scores in both mathematics and reading dropped 1% and 2% respectively. Our team would like to raise the overall performance as measured by the SBAC (level 3 or 4 proficiency) by 3% each. **Critical Root Cause:** Our 5th grade had a preponderance of students requiring special education and EL supports. We lacked the personnel to provide the structured intervention that these students needed. Lack of funding for ESSER and interventionist monies, no after school program is available due to lack of funding, overall, there is no additional funding to achieve student performance improvement.

Problem Statement 3 (Prioritized): Our focused goal is to decrease the students who are chronically absent this year from 18% to 15% or under as measured by district attendance goals in Infinite Campus. **Critical Root Cause:** Transportation and lack of permanent housing remains the number one cause of students missing school. Some parents do not

understand the importance of attendance and that even tardies impact student performance and achievement. Some parents feel since the pandemic, that school is an optional opportunity. Finally, parents rarely call in to inform their teacher as to the reason for student absences.

Adult Learning Culture

Adult Learning Culture Summary

Our school has spent several years aligning the curriculum both vertically and horizontally to assure that we do not have learning gaps when it comes to our classroom instruction. Teachers are giving both formal and informal assessments to ascertain student levels and to create a seamless curricular agenda that meets their diverse needs as learners. Teachers are working together and collaborating based on assessment results in order to glean knowledge and understanding from their peers. There are PLCs in place as well as a strong and focused MTSS process school-wide. Curriculum and instruction are the bedrock of our practice and high expectations are in place for all learners.

Adult Learning Culture Strengths

Hunter Lake has an adept and skilled teacher work force who are extremely knowledgeable about implementing meaningful and pointed instruction targeting the needs of students at every diverse learning area. Teachers immediately teach Tier I instruction followed by Tier II with supports and adaptations in place for learners who require safety nets in order to access the curriculum. This year, we will continue to use iReady and strategize various interventions within the Tier II process that remediates student challenges. Overall, our school is tightly aligned, with teachers writing and using the same instructional goals and lesson plans within grade levels under the supervision of the school administration.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Our school is always striving to improve engagement and alignment among grade levels. **Critical Root Cause:** Teachers are at different levels educationally and experientially. Newer staff lack the experience and understanding, requiring extra training. We are understaffed and often do not have access to substitute teachers, requiring our staff to often double up or use classified support staff instead of trained teachers. Another area of concern is that we do not have ample staffing for IEP students.

Problem Statement 2: This year, there is a lack of ESSER funding and after school program monies which will greatly impact the performance and achievement of our most vulnerable students. **Critical Root Cause:** Our district does not have ample funding and have informed our school that we will not be receiving money to remediate student performance.

Problem Statement 3: Our classrooms are often at capacity, and we are waiting for Count Day to determine if we will get additional funding for teacher allocations. This means that we will have to wait until the middle of September to settle our students into their permanent classrooms which will impact the instruction and the bonding process that happens at the start of the year. **Critical Root Cause:** Count Day is very late, and our district will not give out allocations until they determine if class sizes necessitate those additional monies.

Connectedness

Connectedness Summary

Getting students to school on time, ready to learn, and without distractions is a number one priority for us. Our school continues to work on informing families about absenteeism and how it impacts student learning and graduation potential cumulatively over time. We find that many parents feel that school is optional and that they are free to schedule vacations and days off without regard for student performance. Tardies add up and greatly impact the success and understanding of our students over time. Communication is the key to parent cooperation.

Connectedness Strengths

When students are present at Hunter Lake, the learning and growth scores are above average for our district. This is attributable to the unrelenting focus on instruction and maximizing the learning time for all students. Parents report their child having an adult at school who is tied to them personally and available for their students to access. Our school continues to strive to increase outreach and to make the home to school connection stronger and more meaningful for families.

Problem Statements Identifying Connectedness Needs

Problem Statement 1: English learners and students with IEPs often fail to make connections in academic areas which impacts their success in school. **Critical Root Cause:** Lack of homework skills, little or no support at home, and lack of funding at school for additional personnel.

Problem Statement 2 (Prioritized): Transient and CIT students are readily concerned with life skills and issues that impact their survivability, often putting school on the back burner. **Critical Root Cause:** Parents lack monies, access to food, access to housing, transportation, and general resources that could help make school a priority.

Problem Statement 3: Due to the nature of our student population, we see an over representation of social emotional issues and family problems that overshadow the importance of the learning at school. **Critical Root Cause:** Parents often need counseling themselves, they require parenting advice, and are struggling to survive, leaving students largely on their own or under the care of older siblings with regard to academics.

Stakeholder Engagement

Stakeholder Engagement Summary

Prompt	Response
In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially & ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.	Our school targets parents with outreach and invitationals to increase their knowledge base and access to resources through Back to School Night, Math Night, Fall Festival, classroom events, All-School Sing Along, Awards Assemblies, Character of the Month, and Gold and Silver Awards.
What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?	Parents want to have more conversations and access to administration; therefore, we will be having monthly Catch-Up with Administrators to increase our communication. Overall, more than 80% of parents report feeling connected and informed when it comes to their child's education.
What has worked well in your previous engagement efforts? What might you do differently to increase or improve engagement moving forward?	This year, our staff decided to pair Math Night for students with in-class learning for parents simultaneously. Parents will be learning directly from the teachers about the content, curriculum, and homework while students are getting hands-on experiences with mathematics.

Stakeholder Engagement Strengths

Teachers love talking to parents about student achievement, behavior, and absenteeism. We have two separate parent conference times, one in October and the other in February. During these meetings, teachers are discussing student achievement and giving parents insights into how to support their child at home. When a student is absent, teachers reach out to the parents to communicate what was missed, and to let them know we are looking forward to their reengagement. Teachers are scheduling additional instructional time to support absenteeism and get students caught up.

Problem Statements Identifying Stakeholder Engagement Needs

Problem Statement 1 (Prioritized): Parents do not always attend invitationals or school outreach events. We have roughly around 50% attendance from families. **Critical Root Cause:** Many of our families report lack of transportation, work/school conflicts, being afraid of school, and no access to food at these events.

Priority Problem Statements

Problem Statement 1: Our focused goal is to decrease the students who are chronically absent this year from 18% to 15% or under as measured by district attendance goals in Infinite Campus.

Critical Root Cause 1: Transportation and lack of permanent housing remains the number one cause of students missing school. Some parents do not understand the importance of attendance and that even tardies impact student performance and achievement. Some parents feel since the pandemic, that school is an optional opportunity. Finally, parents rarely call in to inform their teacher as to the reason for student absences.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Parents do not always attend invitationals or school outreach events. We have roughly around 50% attendance from families.

Critical Root Cause 2: Many of our families report lack of transportation, work/school conflicts, being afraid of school, and no access to food at these events.

Problem Statement 2 Areas: Stakeholder Engagement

Problem Statement 3: Our school is always striving to improve engagement and alignment among grade levels.

Critical Root Cause 3: Teachers are at different levels educationally and experientially. Newer staff lack the experience and understanding, requiring extra training. We are understaffed and often do not have access to substitute teachers, requiring our staff to often double up or use classified support staff instead of trained teachers. Another area of concern is that we do not have ample staffing for IEP students.

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: Transient and CIT students are readily concerned with life skills and issues that impact their survivability, often putting school on the back burner.

Critical Root Cause 4: Parents lack monies, access to food, access to housing, transportation, and general resources that could help make school a priority.

Problem Statement 4 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- School goals
- College and career readiness goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes
- State and federal planning requirements

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- Current and longitudinal results, End-of-Course current and longitudinal results, Retest questions
- English Language Proficiency Assessment System results
- Early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Gifted and talented data
- Dyslexia data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Social Emotional Learning
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity building resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Student Success
Aligns with District Priority

Annual Performance Objective 1: Raise EL/Hispanic, and Special Education population scores by 3 percentage points in both mathematics and ELA.

Evaluation Data Sources: SBAC
MAP reading K-3
iReady K-5
Grade level weekly formative assessments

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: ELLevations/GLAD Integrating into Tier 1 Instruction Align with Benchmark Formative Measures: EL exiting information and data Position Responsible: Classroom teachers, Karly Millar facilitator, Wendy Mulligan, Amanda McWilliams Student Groups This Strategy Targets: EL, Students with Disabilities - Evidence Level: Moderate Problem Statements/Critical Root Causes: Student Success 3	Status Check		
	Jan	Apr	June
			N/A

0%

No Progress

100%

Accomplished

→

Continue/Modify

✖

Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 3: Our focused goal is to decrease the students who are chronically absent this year from 18% to 15% or under as measured by district attendance goals in Infinite Campus. Critical Root Cause: Transportation and lack of permanent housing remains the number one cause of students missing school. Some parents do not understand the importance of attendance and that even tardies impact student performance and achievement. Some parents feel since the pandemic, that school is an optional opportunity. Finally, parents rarely call in to inform their teacher as to the reason for student absences.

Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: 100% of teachers will complete Teacher Clarity training by the end of SY 2024-25

Evaluation Data Sources: Daily walk throughs by administration, check for coherent and posted success criteria, ask students what they are learning and why, and PLC attendance by administration.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLC Teachers will use success criteria in order to create learning intentions for effective instruction. Additionally, grade levels will PLC together using a wide array of data, discussion, and results-focused initiatives for increasing student achievement. We will have a training on success criteria using the 'Teacher Clarity Playbook'. Formative Measures: Weekly walkthroughs Position Responsible: Wendy Mulligan and Amanda McWilliams Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Moderate Problem Statements/Critical Root Causes: Adult Learning Culture 1	Status Check		
	Jan	Apr	June
			N/A
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Our school is always striving to improve engagement and alignment among grade levels. Critical Root Cause: Teachers are at different levels educationally and experientially. Newer staff lack the experience and understanding, requiring extra training. We are understaffed and often do not have access to substitute teachers, requiring our staff to often double up or use classified support staff instead of trained teachers. Another area of concern is that we do not have ample staffing for IEP students.

Goal 3: Connectedness
Aligns with District Priority

Annual Performance Objective 1: Students will decrease chronic absenteeism by 3% overall. Students will be incentivized to attend school with dragon dollars, wheel of prizes, and posted weekly winners in the lunch room.

Evaluation Data Sources: BIG Warehouse, Nevada Report Card, and National Absentee Roster.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PBIS Create a school culture where attendance is important through the use of incentives and restorative circles for chronic absentee students Formative Measures: School wide absenteeism data and BIG Warehouse Position Responsible: Teaching staff, Wendy Mulligan, Amanda McWilliams, and Jade Theobald (counselor) Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong, Moderate Problem Statements/Critical Root Causes: Connectedness 2	Status Check		
	Jan	Apr	June
			N/A
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Annual Performance Objective 1 Problem Statements:

Connectedness
Problem Statement 2: Transient and CIT students are readily concerned with life skills and issues that impact their survivability, often putting school on the back burner. Critical Root Cause: Parents lack monies, access to food, access to housing, transportation, and general resources that could help make school a priority.