

Washoe County School District
Huffaker Elementary School
2024-2025 Status Check



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Goals

Goal 1: Student Success
Aligns with District Priority

Annual Performance Objective 1: By the 2025 SBAC, math proficiency will grow from 45% of students at or above standards to 52% of students at or above standards

Evaluation Data Sources: 2025 SBAC,
i-Ready
SLO math focus
PLC data dives/discussions

Summative Evaluation: Cancel


Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: iReady Continue implementation of the District adopted i-Ready program. Use i-Ready Diagnostic results (BOY, MOY, EOY) to identify 3rd - 5th grade students projected to pass the SBAC at a level 3. Create an intervention schedule for students to engage in i-ready lessons. Create a monthly schedule to track student engagement, tests passed, and progress towards SBAC ready. Create agenda item to discuss student i-Ready proficiency during weekly PLC. Formative Measures: Use i-Ready Diagnostic Position Responsible: Lea Anderson, Principal Connor Dillon, Dean 3rd - 5th grade teachers Student Groups This Strategy Targets: FRL, EL, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent - Evidence Level: Moderate Problem Statements/Critical Root Causes: Student Success 1	Status Check		
	Jan	Apr	June
	<div><div></div>75%</div>		
<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>			

Goal 2: Adult Learning Culture

Aligns with District Priority

Annual Performance Objective 1: By the end of May 2025, Huffaker's Instructional Leadership Team (ILT) will meet ten times with the agenda to strategize student academic experiences and outcome improvement through the focus on Teacher Clarity. Results of the 2025 SBAC will show Huffaker's math proficiency to grow from 45% of students at or above standards to 52% of students at or above standards.

- Evaluation Data Sources:** 10 ILT meeting agendas
SMARTIE goal and action steps
SLO common formative assessment
Instructional Rounds

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLC's Professional Development: The ILT will have a shared vision for math instruction, as well as a shared understanding of our current scores. The ILT will work together to strategize how to improve student academic experiences and outcomes, through individualized and collective Teacher Clarity actions. Create Collective Agreements through Brene Brown Container Building Activity Create SMARTIE goals to define the ILT effectiveness Professional Development to address Teacher Clarity (Learning Intentions and Success Criteria) Professional Development to address effective instructional strategies to improve student engagement and learning of essential standards/ outcomes Implement Professional Learning opportunities and coaching within ILT monthly meetings Develop knowledge of instructional practices are most effective for our students Develop Instructional Rounds with clear outcomes, and schedule of 3 times during 24-25 school year Tailor support to teacher's strength, learning styles and growth needs Build PLC capacity - ILT member lead grade level PLC Formative Measures: Instructional Rounds, Agendas Position Responsible: Lea Anderson, Principal Connor Dillon, Dean K-5 ILT members support ILT members Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent - Evidence Level: Moderate Problem Statements/Critical Root Causes: Adult Learning Culture 1	Status Check		
	Jan	Apr	June
			



No Progress



Accomplished



Continue/Modify




Discontinue





Goal 3: Connectedness

Aligns with District Priority

Annual Performance Objective 1: By the end of May 2025, Huffaker's chronic absenteeism data will be reduced by 10% from the 2024 chronic absenteeism data of 16%.

Evaluation Data Sources: Chronic Absenteeism Data
Student Climate Data

Improvement Strategy 1 Details		Status Checks		
Improvement Strategy 1: MTSS Students identified as chronically absent, will participate in a check in and check out system, and their families will receive a weekly positive attendance email. Counselor and Dean will greet students and their families arriving tardy at the start of the school day Attendance of District Re-engagement facilitators at both 3-5 and K-2 Back to School Nights Bi-weekly attendance meetings Daily attendance calls made to families Check in and check out systems with designated staff Special jobs for students arriving to school on time; announcements, breakfast job Attendance letters mailed Truancy Officer Support Weekly Family email addressing academic and attendance connections MTSS/IAT weekly meetings to address re-engagement strategies for students identified as chronically absent Weekly PLC agenda item to address re-engagement strategies for students identified as chronically absent Formative Measures: Attendance Reports Bi-weekly attendance Spreadsheets Bi-weekly attendance meetings Daily attendance calls made to families Position Responsible: Lea Anderson, Principal Connor Dillon, Dean Katie LaRiviere, Counselor Terri Shoupe, Administrative Secretary Jessica Hanson, Clinical aide K-5 teachers Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Chronically Absent, At Risk - Evidence Level: Strong Problem Statements/Critical Root Causes: Connectedness 1		Status Check		
		Jan	Apr	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue