

Washoe County School District

Huffaker Elementary School

2025-2026 School Improvement Plan

Classification: 4 Star School



Mission Statement

Huffaker Elementary School will partner with our families to support the emotional, academic, and social development of our students so that every student has an equitable opportunity to perform and achieve at the highest level.

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/huffaker_elementary/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- * Math: Increased proficiency from 45% in 2024 to 47% in 2025.
- * Math: Our Hispanic population's proficiency showed growth from 22% in 2024 to 27 % in 2025. Our FRL population's proficiency showed growth from 34% in 2024 to 47% in 2025.
- *Math: Our Hispanic populations overall Math Median Student Growth showed growth from 42nd percentile in 2024 to 51st percentile in 2025. Our IEP populations showed growth from 54th percentile in 2024 to 60th percentile in 2025. Our FRL populations showed growth from 45th percentile in 2024 to 52nd percentile in 2025.
- *Math: The percentage of students identified as FRL, who were not yet at or above standard but are growing enough to reach "Meets Standard" (Level 3) within three years or by grade 8 went from 9 % in 2024 to 28 % in 2025. The percentage of students identified as FRL, who were at or above standard and are growing adequately to remain at or above "meets standard" (level 3) for three years or until grade 8 went from 40 % in 2024 to 60 % in 2025. The overall school percentage of students growing adequately to "Catch Up" or "Keep Up" with "Meets Standard" (Level 3) went from 42% in 2024 to 44% in 2025. The students identified as Hispanic growing adequately to "Catch Up" or "Keep Up" with "Meets Standard" (Level 3) went from 25% in 2024 to 37% in 2025. The student population identified as FRL growing adequately to "Catch Up" or "Keep Up" with "Meets Standard" (Level 3) went from 19% in 2024 to 44% in 2025.

Student Success Areas for Growth

Math: To increase growth of our Hispanic population’s proficiency from 27% in 2025. To increase growth of our White population’s proficiency from 57%.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students identified as Hispanic went from 22% in 2024 to 27% in 2025.	Use of ELLevation high-yield strategies and ELD support ELF Support in our PLC collaboration Monthly EL update and tips
Foster/Homeless	N/A	

Student Group	Challenge	Solution
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Students identified as IEP went from 16% in 2024 to 13% in 2025.	Intervention support from Resource Teacher Individualized support within the general education classroom

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Huffaker's SBAC Math score has not returned to a post pandemic overall score of 52% in 2019 to an overall score of 47% in 2025. Our goal is to shrink our proficiency gap by 5% in 2026. English Learners: limited English Language FRL: limited academic vocabulary and language support Racial/Ethnic Groups: address any disparities tracked from data IEP: Repeated exposure of content

Critical Root Cause: * A need for school-wide alignment and standardization of Tier II/III Math interventions * A need for collective efficacy during PLC to support mathematical teaching strategies * A need for an interventionist to support students in Math * A need to use the district adopted i-Ready program * A need for students to track essential mathematical outcomes using a data notebook * A need to focus on academics

Adult Learning Culture

Adult Learning Culture Areas of Strength

- * Continue to focus on five major teams/committees: Leadership, MTSS, PBIS, Instructional Leadership Team (ILT) and Culture and Climate Team (CCT).
- *Highly effective MTSS and PBIS systems allowing for a school-wide adoption.
- *A Highly effective PLC process being in stage 7 – Reflecting on Instruction in ELA and math. Focusing on the new math adoption of Reveal.
- * ILT - Math focus around claim 1: students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency. Implementation of instructional rounds around teacher clarity and student math practice engagement.

Adult Learning Culture Areas for Growth

- * Five-year Vision: Utilize the five major teams to guide instructional decision making around walkthrough forms, high-leverage tier 1 strategies and ELLevation and/or GLAD trainings.
- *Address effective math instructional strategies to improve student engagement and learning of essential standards/outcomes.
- * Engage in professional learning around Teacher Clarity. Put learning intentions and success criteria in practice in every classroom.
- *Continue Instructional Peer Observational Rounds and tailor support to teacher’s learning and growth needs in the area of math.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students identified as Hispanic went from 22% in 2024 to 27% in 2025.	Use of ELLevation high-yield strategies and ELD support
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	N/A	
Students with IEPs	Students identified as IEP went from 16% in 2024 to 13% in 2025.	Intervention support from Resource Teacher Intentional tier 1 support in the general education setting

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): There is a need to focus specifically on a shared vision for instruction and work together to strategize how to improve student academic experiences and outcomes, through individual and collective action. English Learners: limited English Language. Limited strategies to teach academic vocabulary and language to students identified as EL. Racial/Ethnic Groups: Address any disparities tracked

Critical Root Cause: * A need for high-yield instructional strategies to move students to proficiency and beyond * A need for PLC capacity building * A need for deep reflection, tackling innovative projects such as action research/lesson study around Teacher Clarity * An increase in observation/feedback cycles * More teacher coaching support

Connectedness

Connectedness Areas of Strength

- Decreased Chronic Absenteeism in third grade by going from 9% to 2% and in fourth grade by going from 9% to 7%.
- Decreased Severe Absenteeism for the school going from 16% to 6%, for Hispanic by going from 20% to 7%, for White by going from 12% to 5%, and for Multiracial by going from 25% to 0%.

Connectedness Areas for Growth

Huffaker works hard to ensure our students identified as being chronically absent have a connection to school and/or services to support their attendance and participation.

- Chronic Absenteeism for Huffaker measured at 6%. Students identified as Hispanic measured at 7%, students identified as white measured at 5%, students identified as multiracial measured at 0%.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students identified as Hispanic went from 20% in 2024 to 7% in 2025.	Use of ELLevation high-yield strategies and ELD support
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Students identified as IEP went from 25% in 2024 to 15% in 2025.	Intervention support from Resource Teacher

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Ensure our students identified as being chronically absent have a connection to school and/or services to support attending school

Critical Root Cause: A need for effective instructional planning throughout the day to reinforce to students and families the importance of being on time, a students' lack of skill set or readiness for current grade, a lack of communication with parents connecting attendance to academic progress/achievement, a need to connect to school

Priority Problem Statements

Problem Statement 1: Huffaker's SBAC Math score has not returned to a post pandemic overall score of 52% in 2019 to an overall score of 47% in 2025. Our goal is to shrink our proficiency gap by 5% in 2026. English Learners: limited English Language FRL: limited academic vocabulary and language support Racial/Ethnic Groups: address any disparities tracked from data IEP: Repeated exposure of content

Critical Root Cause 1: * A need for school-wide alignment and standardization of Tier II/III Math interventions * A need for collective efficacy during PLC to support mathematical teaching strategies * A need for an interventionist to support students in Math * A need to use the district adopted i-Ready program * A need for students to track essential mathematical outcomes using a data notebook * A need to focus on academics

Problem Statement 1 Areas: Student Success

Problem Statement 2: There is a need to focus specifically on a shared vision for instruction and work together to strategize how to improve student academic experiences and outcomes, through individual and collective action. English Learners: limited English Language. Limited strategies to teach academic vocabulary and language to students identified as EL. Racial/Ethnic Groups: Address any disparities tracked

Critical Root Cause 2: * A need for high-yield instructional strategies to move students to proficiency and beyond * A need for PLC capacity building * A need for deep reflection, tackling innovative projects such as action research/lesson study around Teacher Clarity * An increase in observation/feedback cycles * More teacher coaching support

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Ensure our students identified as being chronically absent have a connection to school and/or services to support attending school

Critical Root Cause 3: A need for effective instructional planning throughout the day to reinforce to students and families the importance of being on time, a students' lack of skill set or readiness for current grade, a lack of communication with parents connecting attendance to academic progress/achievement, a need to connect to school

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice

Adult Learning Culture

- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Study of best practices

Connectedness

- Attendance
- PBIS/MTSS data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By the 2026 SBAC, math proficiency will grow from 47% of students at or above standards to 49% of students at or above standards

Aligns with District Goal

Formative Measures: 2026 SBAC,
i-Ready
SLO math focus
PLC data dives/discussions

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
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. Continue with agenda item to discuss student i-Ready proficiency during weekly PLC.	Lisa Love, Principal Connor Dillon, Dean 3rd - 5th grade teachers	End of 25-26SY			
Position Responsible: Lisa Love, Principal Connor Dillon, Dean 3rd - 5th grade teachers Evidence Level Level 3: Promising: i-Ready Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Huffaker's SBAC Math score has not returned to a post pandemic overall score of 52% in 2019 to an overall score of 47% in 2025. Our goal is to shrink our proficiency gap by 5% in 2026. English Learners: limited English Language FRL: limited academic vocabulary and language support Racial/Ethnic Groups: address any disparities tracked from data IEP: Repeated exposure of content **Critical Root Cause:** * A need for school-wide alignment and standardization of Tier II/III Math interventions * A need for collective efficacy during PLC to support mathematical teaching strategies * A need for an interventionist to support students in Math * A need to use the district adopted i-Ready program * A need for students to track essential mathematical outcomes using a data notebook * A need to focus on academics

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of May 2026, 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 2026 SBAC will show Huffaker's math proficiency to grow from 47% of students at or above standards to 49% of students at or above standards.

Aligns with District Goal

Formative Measures: 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				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	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 25-26 school year Tailor support to teacher's strength, learning styles and growth needs Build PLC capacity - ILT member lead grade level PLC	Lisa Love, Principal Connor Dillon, Dean K-5 ILT members support ILT members	End of 25-26SY			
Position Responsible: Lisa Love, Principal Connor Dillon, Dean K-5 ILT members support ILT members						
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: There is a need to focus specifically on a shared vision for instruction and work together to strategize how to improve student academic experiences and outcomes, through individual and collective action. English Learners: limited English Language. Limited strategies to teach academic vocabulary and language to students identified as EL. Racial/Ethnic Groups: Address any disparities tracked **Critical Root Cause:** * A need for high-yield instructional strategies to move students to proficiency and beyond * A need for PLC capacity building * A need for deep reflection, tackling innovative projects such as action research/lesson study around Teacher Clarity * An increase in observation/feedback cycles * More teacher coaching support

Inquiry Area 3: Connectedness

SMART Goal 1: By the end of May 2026, Huffaker's chronic absenteeism data will be reduced by 1 % from the 2025 chronic absenteeism data of 6%.

Aligns with District Goal

Formative Measures: Chronic Absenteeism Data
Student Climate Data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: MTSS				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	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	Lisa Love, Principal Connor Dillon, Dean Katie LaRiviere, Counselor Terri Shoupe, Administrative Secretary Jessica Hanson, Clinical aide K-5 teachers	End of 25-26SY	No review	No review	No review
Position Responsible: Lisa Love, Principal Connor Dillon, Dean Katie LaRiviere, Counselor Terri Shoupe, Administrative Secretary Jessica Hanson, Clinical aide K-5 teachers Evidence Level Level 1: Strong: MTSS Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Ensure our students identified as being chronically absent have a connection to school and/or services to support attending school **Critical Root Cause:** A need for effective instructional planning throughout the day to reinforce to students and families the importance of being on time, a students' lack of skill set or readiness for current grade, a lack of communication with parents connecting attendance to academic progress/achievement, a need to connect to school

Community Outreach Activities

Activity	Date	Lesson Learned
Welcome Back Social	8/7/25	
Back to School Nights	8/19/25 & 8/21/25	
Walk to School Day	A day in the month of September 2025	
Family Skate Nights	Night in September 2025, February 2026 & April 2026	
Kindness Week	Week of 8/20/25	
Jo-a-thon	10/30/25	
Holiday Hallway Decorating Contest	Week of 11/24/25	
Hanukkah & Other Holidays	December 2025	
Cookies with Santa	December 2025	
Sweetheart Dance	February 2026	
Reading Week	Week of 3/2/26	
Night at the Library	3/19/26	
Spring for the Arts	4/18/26	
VIP Breakfast	5/1/26	
Family Night at Reno Aces	A day in May 2026	
Field Day	6/5/26	