

Washoe County School District
Ted Hunsberger Elementary School
2025-2026 School Improvement Plan

Classification: 5 Star School

Mission Statement

At Hunsberger Elementary, we are committed to fostering a sense of community and connection by building meaningful relationships. Through these relationships, we empower our students to grow emotionally and academically, building a supportive and inclusive environment where every student can thrive.

Vision

Our vision is to create a community where relationships are the foundation of success and contribute positively to the world around them.

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 https://nevadareportcard.nv.gov/DI/nv/washoe/ted_hunsberger_elementary/2025/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

SBAC Improved Performance:

Hunsberger Elementary continues to demonstrate strong academic performance in both English Language Arts (ELA) and Mathematics, with results that consistently exceed district and similar-school averages.

Overall Performance

- **ELA:** 83% of students scored at or above standard (Levels 3 & 4), exceeding district and similar-school averages.
- **Math:** 79% of students scored at or above standard (Levels 3 & 4), also above district and similar-school averages.

• **Growth Measures**

• **Adequate Growth Percentile (AGP):**

- ELA: 57% of students met AGP targets.
- Math: 55% of students met AGP targets.
- High "Keep Up" rates in both content areas (ELA: 71%, Math: 69%)

• **Grade-Level Highlights**

• **ELA Proficiency:**

- Grade 3 – 80%
- Grade 4 – 84%
- Grade 5 – 85%

• **Math Proficiency:**

- Grade 3 – 82%
- Grade 4 – 85%
- Grade 5 – 72%

Student Success Areas for Growth

The 2024–2025 SBA results show strong overall proficiency rates of 83% in ELA and 79% in Math, exceeding both district and similar-school averages. However, AGP data reveals that a significant portion of students scoring at Level 1 or 2 are not making sufficient growth to “Catch Up,” particularly in Math, where more than 40% of below-standard students are not meeting their Adequate Growth Percentile targets.

To address these gaps, Hunsberger will implement a Walk to Learn model for all students in Math and Reading — 30 minutes per day, 4 days per week. This targeted, standards-based intervention will group students by specific skill needs, ensuring focused instruction designed to accelerate growth for students performing below grade level. The model aims to reinforce foundational skills, close learning gaps, and support students in meeting AGP benchmarks.

Additional emphasis will be placed on vertical alignment, collaborative planning, and reducing chronic absenteeism (currently at 6%) to protect instructional time and sustain growth for students most in need of support.

Student Success 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	
Students with IEPs	N/A	

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Despite strong overall proficiency rates in ELA (83%) and Math (79%) on the 2024-2025 SBA, AGP data indicates that more than 40% of students scoring at Level 1 or 2 are not making the growth necessary to "Catch Up" within three years. This gap is particularly pronounced in Math. Without targeted intervention, these students are at risk of remaining below grade level, limiting long-term academic success and readiness.

Critical Root Cause: Predominant use of whole-group, teacher-centered instruction limits opportunities for differentiated, skill-specific support for students performing below standard. Limited implementation of individualized, data-informed instructional planning to address the specific needs of students scoring at Level 1 or 2. Inconsistent vertical alignment and collaborative planning across grade levels, leading to gaps in skill progression and instructional coherence. Chronic absenteeism (6%) reduces access to consistent

instruction and intervention, disproportionately affecting students already below proficiency

Adult Learning Culture

Adult Learning Culture Areas of Strength

Consistent PLCs were held weekly among grade levels throughout the 25-26 school year.

Dedicated time and space were allocated to address concerns during PLCs.

Staff demonstrated vulnerability by engaging with data and exploring instructional techniques.

Grade-level iReady goals were established and regularly reviewed.

District-led iReady trainings were provided on PD days.

MTSS information was organized, communicated, and maintained in a clear, systematic manner all year.

Adult Learning Culture Areas for Growth

The adult learning culture at Hunsberger demonstrates a commitment to professional growth, with consistent weekly PLCs held throughout the 25-26 school year. Time and space were allocated for addressing concerns, and staff showed vulnerability by engaging with data and exploring new instructional techniques. Grade-level iReady goals were regularly reviewed, and district-led iReady trainings were provided on PD days. MTSS information was organized and communicated.

The current PLC structure lacks strategic, standards-based discussions focused on learning intentions, success criteria, and outcomes in every grade level. Incorporating common assessment analysis with these discussions is needed to improve Tier 1 instruction. Additionally, clearer guidance on using iReady data will enhance targeted Tier 2 and Tier 3 interventions. To strengthen this learning culture, PLCs require a shared vision and outcomes, as well as more consistent use of both formal and informal assessments across grade levels. Historically, PLCs have been more business-oriented and need to prioritize instructional planning and standards-based conversations to maximize their impact.

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	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): The current PLC system lacks strategic, standards-based discussions focused on learning intentions, success criteria, and outcomes. Incorporating common assessment analysis alongside standards-based discussions will lead to improved Tier 1 instruction. Additionally, iReady data will help identify skill deficits, allowing for more targeted Tier 2 and Tier 3 interventions.

Critical Root Cause: PLC's in need of strategic common understanding, vision and outcomes. Common formal and informal assessments within grade levels are inconsistent. PLCs historically are more business oriented and do not dive into standards based and planning discussions.

Connectedness

Connectedness Areas of Strength

Our 2024-2025 student climate survey, completed by 107 fifth graders, revealed that students make responsible decisions, understand right from wrong, say no to peers encouraging rule-breaking, and actively contribute to improving the school environment.

Hunsberger is perceived as a safe place where students feel respected by adults and supported by the staff. Socially, students recognize when their peers need help and understand the positive impact their behavior can have on others.

Connectedness Areas for Growth

The student climate survey, completed by 107 fifth graders, indicates that students at Hunsberger feel connected and supported. They make responsible decisions, understand right from wrong, resist peer pressure to break rules, and actively work to improve their school environment. Additionally, Hunsberger is perceived as a safe place where students feel respected by adults and supported by staff. Socially, students recognize when peers need help and understand the positive impact their behavior can have on others.

However, data from the student and staff climate surveys reveal a need for a more structured and consistent SEL system, as there is a downward trend in four out of five of the key competencies: self-awareness, self-management, social awareness, and relationship skills. To ensure students develop these essential SEL competencies, a clear, schoolwide SEL vision and a stronger understanding of these competencies are necessary. Furthermore, there is a need for clearer guidance across grade levels and vertically to define who is teaching what, when, and how. Additionally, staff members feel they lack a voice and choice in schoolwide decisions, indicating a need for more inclusive collaboration.

Building a more connected school community will require addressing these concerns to foster both student success and staff engagement.

Connectedness 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	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Data from the student and staff climate surveys reveal a need to establish a more structured and consistent SEL system. The results show a downward trend in four of the five competencies. This is a issue that must be addressed to ensure our students develop the essential SEL competencies needed for their success.

Critical Root Cause: There is a need for a schoolwide SEL vision and a better understanding of SEL competencies. Additionally, clear guidance is needed across grade levels and vertically to define who is teaching what, when, and how. Staff members feel they lack a voice and choice in schoolwide decisions.

Priority Problem Statements

Problem Statement 1: Despite strong overall proficiency rates in ELA (83%) and Math (79%) on the 2024-2025 SBA, AGP data indicates that more than 40% of students scoring at Level 1 or 2 are not making the growth necessary to "Catch Up" within three years. This gap is particularly pronounced in Math. Without targeted intervention, these students are at risk of remaining below grade level, limiting long-term academic success and readiness.

Critical Root Cause 1: Predominant use of whole-group, teacher-centered instruction limits opportunities for differentiated, skill-specific support for students performing below standard. Limited implementation of individualized, data-informed instructional planning to address the specific needs of students scoring at Level 1 or 2. Inconsistent vertical alignment and collaborative planning across grade levels, leading to gaps in skill progression and instructional coherence. Chronic absenteeism (6%) reduces access to consistent instruction and intervention, disproportionately affecting students already below proficiency

Problem Statement 1 Areas: Student Success

Problem Statement 2: The current PLC system lacks strategic, standards-based discussions focused on learning intentions, success criteria, and outcomes. Incorporating common assessment analysis alongside standards-based discussions will lead to improved Tier 1 instruction. Additionally, iReady data will help identify skill deficits, allowing for more targeted Tier 2 and Tier 3 interventions.

Critical Root Cause 2: PLC's in need of strategic common understanding, vision and outcomes. Common formal and informal assessments within grade levels are inconsistent. PLCs historically are more business oriented and do not dive into standards based and planning discussions.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Data from the student and staff climate surveys reveal a need to establish a more structured and consistent SEL system. The results show a downward trend in four of the five competencies. This is a issue that must be addressed to ensure our students develop the essential SEL competencies needed for their success.

Critical Root Cause 3: There is a need for a schoolwide SEL vision and a better understanding of SEL competencies. Additionally, clear guidance is needed across grade levels and vertically to define who is teaching what, when, and how. Staff members feel they lack a voice and choice in schoolwide decisions.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Student Climate Survey, Student Voice
- Other
 - i-Ready

Adult Learning Culture

- Administrator evaluation
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Staff surveys and/or other feedback

Connectedness

- Community surveys and/or other feedback
- Perception/survey data
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By the conclusion of the 2025-2026 school year, Hunsberger Elementary will increase the percentage of students scoring Level 1 or 2 on the 2024-2025 SBA who meet their Adequate Growth Percentile (AGP) targets in ELA and Math by at least 15%, through targeted, skill-based intervention and improved instructional alignment.

Aligns with District Goal

Formative Measures: Track SBA level 1 and 2 students, iReady, formative and summative assessments

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	PLC Grade-level and vertical data-driven discussions will analyze three-year trends and establish new to targeted goals for improved outcomes. Align grade level common assessment with student learning intentions. Review standards-based instruction on weekly PLC's. Review i-ready data monthly in PLC's. Adapt tiered intervention support based on i-ready intervention lessons (skill gap needs). Train teachers on how to use i-ready reports and progress monitoring. Monitor intervention lessons. Monitor regular tier one instruction in all classrooms. Establish a system to celebrate classrooms where teachers are taking healthy risks with students that build student centered learning. Establish schoolwide accepted practices around curriculum to meet essential standards within each subject area involving student-based learning. Identify what success criteria and key "look fors" in classrooms that demonstrate student-centered learning. Administration and the counselor will collaborate closely with families to reduce chronic absenteeism by implementing an incentive program that encourages consistent school attendance	All K-5 certified staff	SY 2025-26			
Position Responsible: All K-5 certified staff Evidence Level Level 2: Moderate: PLC's Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Despite strong overall proficiency rates in ELA (83%) and Math (79%) on the 2024-2025 SBA, AGP data indicates that more than 40% of students scoring at Level 1 or 2 are not making the growth necessary to "Catch Up" within three years. This gap is particularly pronounced in Math. Without targeted intervention, these students are at risk of remaining below grade level, limiting long-term academic success and readiness. **Critical Root Cause:** Predominant use of whole-group, teacher-centered instruction limits opportunities for differentiated, skill-specific support for students performing below standard. Limited implementation of individualized, data-informed instructional planning to address the specific needs of students scoring at Level 1 or 2. Inconsistent vertical alignment and collaborative planning across grade levels, leading to gaps in skill progression and instructional coherence. Chronic absenteeism (6%) reduces access to consistent instruction and intervention, disproportionately affecting students already below proficiency

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-2026 school year, all Hunsberger teaching teams will use weekly PLCs to monitor student growth in grades K-5 and adjust instruction and intervention in real time using i-Ready progress monitoring, formal and informal summative assessments, and standards-based exit tickets, ensuring every student receives targeted support aligned to their learning needs.

Aligns with District Goal

Formative Measures: iReady growth data

Standards based assessment results

Intervention assessment results

PLC team notes and documentation

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Teachers will leverage PLCs, common assessments, and standards-based discussions to develop comprehensive systems that strengthen vertical alignment in ELA and Math, with the ultimate goal of achieving consistent schoolwide alignment. Utilize common assessments and PLCs to establish best practices for delivering the ELA curriculum, with a focus on increasing students' reasoning skills and depth of knowledge. Schedule vertical PLC meetings on district professional development days to ensure collaboration across grade levels. Train teachers to identify improvement areas at the class, grade-level, grade-band, and schoolwide levels. Coordinate teacher data to enhance vertical alignment in both ELA and Math. Regularly incorporate learning intentions into daily instruction while reviewing the rigor and relevance of lessons. Use data to plan targeted interventions for high- and low-performing students and inform the next school year's instructional planning. Continue providing i-Ready professional development on district PD days to support ongoing growth in instructional practices	All certified staff	End of 25-26SY			
Position Responsible: All certified 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: The current PLC system lacks strategic, standards-based discussions focused on learning intentions, success criteria, and outcomes. Incorporating common assessment analysis alongside standards-based discussions will lead to improved Tier 1 instruction. Additionally, iReady data will help identify skill deficits, allowing for more targeted Tier 2 and Tier 3 interventions. **Critical Root Cause:** PLC's in need of strategic common understanding, vision and outcomes. Common formal and informal assessments within grade levels are inconsistent. PLCs historically are more business oriented and do not dive into standards based and planning discussions.

Inquiry Area 3: Connectedness

SMART Goal 1: Based on our 2024-2025 student climate survey data, our goal for the 2025-2026 school year is to increase students' self-management of emotions by 5% and reduce the total number of major discipline events in Infinite Campus by 5%.

Aligns with District Goal

Formative Measures: Yearly climate survey for students, staff, parents

Adapt k-4 version of student climate survey to be more responsive and not have results be anonymous. This will allow staff to help students in need faster.

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PBIS/SEL				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline	No review	No review	No review
1	Increase student engagement by developing a clear and consistent, schoolwide SEL and PBIS system that will lead to more student-centered learning at the site. Elicit stakeholder voice to form consensus on schoolwide vision and mission regarding Build staff knowledge of Restorative Practices that is used for conflict resolution. Designate time once per month to address SEL practices in the classroom. Staff PD on SEL department Connectedness activity. Establish a SEL/ Restorative Practice Committee that meets at least once a quarter. Utilize professional learning of research-based practices around collaborative planning, modeling, Celebrate classrooms where teachers are taking healthy risk with students that build exemplary SEL practices. Adopt common practices/curriculum/resources; utilize common, age-appropriate SEL language and PBIS practices schoolwide. Use common resources for SEL curriculum that develop strategic grade level planning and monitoring of student success. Vertical alignment of SEL curriculum and instruction	All staff	End of 25-26SY			
Position Responsible: All staff Evidence Level Level 1: Strong: SEL Level 2: Moderate: PBIS Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Data from the student and staff climate surveys reveal a need to establish a more structured and consistent SEL system. The results show a downward trend in four of the five competencies. This is a issue that must be addressed to ensure our students develop the essential SEL competencies needed for their success. **Critical Root Cause:** There is a need for a schoolwide SEL vision and a better understanding of SEL competencies. Additionally, clear guidance is needed across grade levels and vertically to define who is teaching what, when, and how. Staff members feel they lack a voice and choice in schoolwide decisions.

School Continuous Improvement (CI) Team

Team Role	Name	Position
Participant	Paige Eriksen	5th Grade Teacher
Participant	Shabree Miller	4th Grade Teacher
Participant	Katie Senn	3rd Grade Teacher
Participant	Sue Aguiar	2nd Grade Teacher
Participant	Genesse Greene	Kinder Teacher
Participant	Michelle Brown	Admin Secretary
Leader	Jorie Turner	Dean of Students
Leader	Erin Dawson	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
Ice Cream Social - all K-5 families	8/10/2025	
Kinder family welcome breakfast - All Kinder families invited	8/18/2025	
Back-to-school night- - all K-5 families	8/19/2025	
Fall festival	Date TBD	
Hunsberger Fine Arts Night	Date TBD	