

Washoe County School District

Hunter Lake Elementary School

2025-2026 School Improvement Plan

Classification: 5 Star School

Demographics & Performance Information

Nevada Report Card

<https://nevadareportcard.nv.gov/DI/nv/washoe/2025>

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

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.

Student Success Areas for Growth

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 Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Struggle for access to the curriculum due to language barriers	Need more Tier 2 and Tier 3 supports

Student Group	Challenge	Solution
Foster/Homeless	Struggle with access to transportation and attendance is impacted	Attendance plan & gas cards
Free and Reduced Lunch	Struggle with access to transportation and attendance is impacted	Attendance plan & gas cards
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Propensity towards being suspended	more well-developed behavior plan
Students with IEPs	Need more safety nets to be more successful in school	More Tier 2 & Tier 3 supports

Problem Statements Identifying Student Success Needs

Problem Statement 1 (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.

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: 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.

Adult Learning Culture

Adult Learning Culture Areas of Strength

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.

Adult Learning Culture Areas for Growth

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 Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Need more training for access to more strategies for EL students	EL Facilitator lead PD
Foster/Homeless	Communication & lack of connectivity	Using various outreach solutions such as emails, phone calls, and home visits
Free and Reduced Lunch	Food Insecurity	Securing funding for food pantry
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Communication & lack of connectivity	Using various outreach solutions such as emails, phone calls, and home visits
Students with IEPs	Lack of resource teachers	continue to advocate for proper staffing that reflects the needs of our students

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 Areas of Strength

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.

Connectedness Areas for Growth

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 Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Understanding communication	staff members who can translate
Foster/Homeless	Communicating attendance requirements	Weekly attendance meeting, attendance restorative circles
Free and Reduced Lunch	Communicating attendance requirements	Weekly attendance meeting, attendance restorative circles
Migrant/Title1-C Eligible	N/A	Weekly attendance meeting, attendance restorative circles
Racial/Ethnic Minorities	Communicating attendance requirements	Weekly attendance meeting, attendance restorative circles
Students with IEPs	Communicating attendance requirements	Weekly attendance meeting, attendance restorative circles

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (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 2: 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 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.

Problem Statement 4 (Prioritized): Discipline data show that some WCSD schools are using exclusionary discipline practices (such as suspensions) at higher rates than others, particularly for specific student groups. This pattern limits learning time for affected students and may reflect inconsistencies in how behavior expectations and interventions are applied across schools.

Critical Root Cause: Limited access to or implementation of tiered behavior supports. Insufficient systems for monitoring and analyzing discipline data to identify and address trends early.

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

Critical Root Cause 2: 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 Areas: Adult Learning Culture

Problem Statement 3: 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 3: Parents lack monies, access to food, access to housing, transportation, and general resources that could help make school a priority.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: Discipline data show that some WCSD schools are using exclusionary discipline practices (such as suspensions) at higher rates than others, particularly for specific student groups. This pattern limits learning time for affected students and may reflect inconsistencies in how behavior expectations and interventions are applied across schools.

Critical Root Cause 4: Limited access to or implementation of tiered behavior supports. Insufficient systems for monitoring and analyzing discipline data to identify and address trends early.

Problem Statement 4 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Curriculum Based Measures
- End-of-Unit Assessments
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- Multi-Tiered System of Supports (MTSS)
- MyPath
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- Other
 - i-Ready

Adult Learning Culture

- Administrator evaluation
- Budgets/entitlements and expenditures data
- Class size averages by grade and subject
- Communications data
- Equity data
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Study of best practices
- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Enrollment trends
- PBIS/MTSS data
- School safety data
- Social Emotional Learning Data
- Tobacco, alcohol, and other drug-use data
- Violence and/or violence prevention records
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

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

Students will pass the TIF walk through protocol conducted by Bridget James with 90% accuracy.

Aligns with District Goal

Formative Measures: EL exiting information and data

TIF protocol scoring

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: ELLevations/GLAD <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Integrating into Tier 1 Instruction Align with Benchmark</td><td>Classroom teachers, Karly Millar facilitator, Wendy Mulligan, Amanda McWilliams</td><td>SY 2025-26</td></tr></table> Position Responsible: Classroom teachers, Karly Millar facilitator, Wendy Mulligan, Amanda McWilliams Evidence Level Level 2: Moderate: ELLevations/GLAD Problem Statements/Critical Root Cause: Student Success 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Integrating into Tier 1 Instruction Align with Benchmark	Classroom teachers, Karly Millar facilitator, Wendy Mulligan, Amanda McWilliams	SY 2025-26	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Integrating into Tier 1 Instruction Align with Benchmark	Classroom teachers, Karly Millar facilitator, Wendy Mulligan, Amanda McWilliams	SY 2025-26							
				Nov	Feb	May								
Implemented	No review	No review												

SMART Goal 1 Problem Statements:

Student Success
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: 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.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of teachers will complete Teacher Clarity training by the end of SY 2025-26

100% of teachers will post success criteria & learning intentions daily in alignment with their grade level as evidenced of their common planning time.

Aligns with District Goal

Formative Measures: Weekly walkthroughs/Walkthrough observation data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	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'.	Wendy Mulligan and Amanda McWilliams	SY 2025-26	In progress	No review	No review
Position Responsible: Wendy Mulligan and Amanda McWilliams						
Evidence Level Level 2: Moderate: PLC						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 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.

Inquiry Area 3: Connectedness

SMART Goal 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.

Aligns with District Goal

Formative Measures: School wide absenteeism data and BIG Warehouse

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PBIS				Status Check		
				Nov	Feb	May
				In progress	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Create a school culture where attendance is important through the use of incentives and restorative circles for chronic absentee students	Teaching staff, Wendy Mulligan, Amanda McWilliams, and Jade Theobald (counselor)	SY 2025-26			
Position Responsible: Teaching staff, Wendy Mulligan, Amanda McWilliams, and Jade Theobald (counselor)						
Evidence Level						
Level 2: Moderate: PBIS						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: 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.

Inquiry Area 3: Connectedness

SMART Goal 2: By June 2027, increase fidelity of Tier 2 social-emotional and behavioral (SEB) interventions as measured by the AIR MTSS rubric and BIG 5 data, and reduce out-of-school suspensions (OSS) for targeted student groups by 30%. This will be achieved through inclusive practices that ensure all staff understand Tier 2 systems and equitable strategies that prioritize access for disproportionately impacted students.

Aligns with District Goal

Formative Measures: AIR MTSS

TFI Walk-Through (Tier 2 Components)

BIG Data Warehouse and Big 5 Reporting Templates

Improvement Strategy 1 Details				Status Checks																		
Improvement Strategy 1: MTSS <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>* Establish a Tier 2 team with clear referral and progress monitoring systems.</td><td>Admin / MTSS Team</td><td>End of 26-27SY</td></tr><tr><td>2</td><td>* Use AIR MTSS to assess Tier 2 infrastructure and fidelity.</td><td>Admin / MTSS Team</td><td>End of 26-27SY</td></tr><tr><td>3</td><td>* Implement Check-In/Check-Out (CICO) with fidelity.</td><td>Admin / MTSS Team</td><td>End of 26-27SY</td></tr></table> Position Responsible: Admin Resources Needed: N/A Evidence Level Level 1: Strong: MTSS Problem Statements/Critical Root Cause: Connectedness 4				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	* Establish a Tier 2 team with clear referral and progress monitoring systems.	Admin / MTSS Team	End of 26-27SY	2	* Use AIR MTSS to assess Tier 2 infrastructure and fidelity.	Admin / MTSS Team	End of 26-27SY	3	* Implement Check-In/Check-Out (CICO) with fidelity.	Admin / MTSS Team	End of 26-27SY	Status Check		
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Nov	Feb	May																				
No review	No review	No review																				

SMART Goal 2 Problem Statements:

Connectedness
Problem Statement 4: Discipline data show that some WCSD schools are using exclusionary discipline practices (such as suspensions) at higher rates than others, particularly for specific student groups. This pattern limits learning time for affected students and may reflect inconsistencies in how behavior expectations and interventions are applied across schools. Critical Root Cause: Limited access to or implementation of tiered behavior supports. Insufficient systems for monitoring and analyzing discipline data to identify and address trends early.

Community Outreach Activities

Activity	Date	Lesson Learned
Fall Festival	10/24/25	need more staffing/volunteers
Thanksgiving Baskets	11/25/25	not to use raw meat (turkeys)
Bingo Night	11/14/25	need more prizes and treats
Angel Tree	10/22/25, 12/15/25	need to be more specific about who donations go to
Fun Run	5/15/25	More staffing, order more kinder t-shirts for following year