# Washoe County School District

# Hunter Lake Elementary School

Classification: 4 Star School

# 2026-2027 School Improvement Plan

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# Comprehensive Needs Assessment

# 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 (increasing 1% overall) as our students continue to apply the reading foundational skills in all grade levels.

Our overall chronic absenteeism improved by more than 7%, bringing us to an all-time low of 10% absenteeism exceeding our school goal.

We exited 1 EL student this year.

## Areas for Growth

In reflection upon our achievement, our performance scores in math were down markedly by 6% bringing our school to 4 stars overall.

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.

EL students continue to be an area of necessary growth as we continue to close the achievement gap with this sub population.

## Equity Resource Supports

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | Struggle for access to the curriculum due to language barriers | Lexia, ELlevations, Tier 1, GLAD strategies used in the classroom |
| **Foster/Homeless** | Struggle with access to transportation and attendance is impacted | Attendance incentives, parent meetings, frequent phone calls |
| **Free and Reduced Lunch** | Lack of attendance prevents them from accesses sing early morning instruction and their reading level is often lower than other students. | Attendance incentives, parent meetings, frequent phone calls, Tier 1 and GLAD strategies, utilizing a younger grade to close the achievment gap in reading |
| **Migrant/Title1-C Eligible** | N/A | N/A |
| **Racial/Ethnic Minorities** | Language barriers, parent struggle to help with homework | Adapted homework from teachers and messaging parents about student progress at current levels. |

| Student Group | Challenge | Solution |
| --- | --- | --- |
| **Students with IEPs** | More rigorous instruction from resource teacher, more push in during instructional time. | More training and holding resource accountable. |

# Problem Statements Identifying Student Success Needs

| | Problem Statement | Critical Root Cause |
|---|---|---|
| 1 | Our focused goal is to decrease the students who are chronically absent this year from 10% to 9% or under as measured by district attendance goals in Infinite Campus. | 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. |
| 2 ★ | Growth scores in mathematics dropped 6% due to the new curriculum and not enough applied practice. Our team would like to raise the overall performance as measured by the SBAC (level 3 or 4 proficiency) by 3% in math and increase growth by closing the achievement gap. | Our 4th grade had and 5th currently has 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. |

★ = Priority

# 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.

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.

After reflection on the staff survey, teachers self-reported a 10% increase in staff collaboration and a 5% increase in staff-student relationships bringing that to 96%. 100% of staff felt that we have high expectations.

## Areas for Growth

This year, we have a number of new teachers including the entire kindergarten team and other teachers throughout the school who have not been exposed to a tightly aligned system of instruction. Much training and staff development have to be utilized in order to bring them to the Hunter lake standard. This will be accomplished through walk throughs, Clarity work, staff goal setting, and having teachers observe one another.

With regard to curriculum, Reveal math posed quite a challenge for us as teachers reported it was not nearly rigorous enough to meet the needs of our students. There is not ample practice, exposure or independent responsibility place upon the students while we will continue to use this curriculum, it must be enriched and supplemented with very intentional focus by our instructors.

Our resource department needs to make their instruction more robust, with less hand holding and more student accountability.

After reflection on the staff survey, teachers self-reported that student behaviors are our barrier to achievement and to productive communication with parents. Interestingly, Hunter Lake's work stress was reported to be above the district level.

## 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 | |

| Student Group | Challenge | Solution |
| --- | --- | --- |
| **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 | Critical Root Cause |
|---|---|---|
| 1 ★ | Our school is always striving to improve engagement and alignment among grade levels. | 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. |
| 2 ★ | 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. | Count Day is very late, and our district will not give out allocations until they determine if class sizes necessitate those additional monies. |

★ = Priority

# 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.

## 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.

While overall achievement and performance scores rank us 4th in both math and reading, it is challenging to increase growth year after year. Often times our 3rd grade comes out of the gate very strong, and then we struggle to keep the trajectory of growth substantial enough to meet the state Metrix.

## Equity Resource Supports

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | Barries in communicating with families of second language learners | staff members who can translate or outside resources |
| **Foster/Homeless** | Communicating attendance requirements, lack of food and basic resources | Weekly attendance meeting, attendance restorative circles, weekly food bags, a part-time counseling aide |
| **Free and Reduced Lunch** | Communicating attendance requirements and they have a low reading level, accurately their present levels to parents because of fear of delivering bad news. | Weekly attendance meeting, attendance restorative circles, more comprehensive parent teacher conferences and data displays are clear to parents. |
| **Migrant/Title1-C Eligible** | N/A | N/A |
| **Racial/Ethnic Minorities** | Behavior in school often dominates the conversation more than academics when it comes to communicating with parents. | Having more frequent academic conversations and showing present levels using data with a plan or path moving forward. |
| **Students with IEPs** | More clear communication with the teachers and families. | Creating a workable plan with all involved. |

# Problem Statements Identifying Connectedness Needs

| | Problem Statement | Critical Root Cause |
|---|---|---|
| 1 | Transient and CIT students are readily concerned with life skills and issues that impact their survivability, often putting school on the back burner. | Parents lack monies, access to food, access to housing, transportation, and general resources that could help make school a priority. |
| 2 ★ | 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. | 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. |

★ = Priority

# Priority Problem Statements

| | Problem Statement | Critical Root Cause |
|---|---|---|
| 1 ★ | Growth scores in mathematics dropped 6% due to the new curriculum and not enough applied practice. Our team would like to raise the overall performance as measured by the SBAC (level 3 or 4 proficiency) by 3% in math and increase growth by closing the achievement gap. | Our 4th grade had and 5th currently has 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. |
| 2 ★ | 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. | Count Day is very late, and our district will not give out allocations until they determine if class sizes necessitate those additional monies. |
| 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. | 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. |
| 4 ★ | Our school is always striving to improve engagement and alignment among grade levels. | 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. |

★ = Priority

# Data Documentation for CNA

# Data Documentation for CNA

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

## Student Success

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

## Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Class size averages by grade and subject**
- [x] **Communications data**
- [x] **Equity data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Lesson Plans**
- [x] **Master schedule**

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Professional development needs assessment data**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Study of best practices**
- [x] **Teacher evaluation**
- [x] **Teacher retention**
- [x] **Teacher/Student Ratio**
- [x] **Walk-through data**

## Connectedness

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

# Inquiry Areas

# Inquiry Area 1 Student Success

## SMART Goal 1

Hunter Lake will increase overall growth criteria for Catch Up/Keep Up (AGP Target) by 5% in math and reading with a special focus on Hispanic students as measured by the State SBAC assessment.

**Formative Measures:** State SBAC

AGP Target

## Improvement Strategy 1

ELLevations/GLAD

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Integrating into Tier 1 Instruction<br>Align with Benchmark | Classroom teachers, Amy Guevara facilitator, Wendy Mulligan, Amanda McWilliams | SY 2026-27 | |
| 2 | Teachers will be using intentional enrichment and extension activities particularly focusing on making Reveal lessons more robust and challenging in order to improve growth. | Classroom teachers, Amy Guevara facilitator, Wendy Mulligan, Amanda McWilliams | SY 2026-27 | |
| 3 | Using materials and enrichment exercises to make Reveal more robust | Classroom teachers, Amy Guevara facilitator, Wendy Mulligan, Amanda McWilliams | SY 2026-27 | |

**Position Responsible:** Classroom teachers, Amy Guevara facilitator, Wendy Mulligan, Amanda McWilliams

**Evidence Level**

**Level 2: Moderate:**
ELLevations/GLAD

**Problem Statements:** Student Success 2

## Status Checks

**November** **February** **May**

## SMART Goal 1 Problem Statements Identifying Student Success

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Growth scores in mathematics dropped 6% due to the new curriculum and not enough applied practice. Our team would like to raise the overall performance as measured by the SBAC (level 3 or 4 proficiency) by 3% in math and increase growth by closing the achievement gap. | Our 4th grade had and 5th currently has a preponderance of students requiring special education and EL supports. We lacked the personnel to provide the structured intervention that these students needed.<br>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. |

# Inquiry Area 2

Adult Learning Culture

## SMART Goal 1

100% of teachers will complete a deeper dive of Teacher Clarity training by the end of SY 2026-27 with focused PD (paired with another Elementary School) and walk throughs looking for the elements of Clarity in place.

**Formative Measures:** Weekly walkthroughs/Walkthrough observation data

## Improvement Strategy 1

PLC

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 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.<br>We will have a training on success criteria using the 'Teacher Clarity Playbook'. | Wendy Mulligan and Amanda McWilliams | SY 2026-27 | |

**Position Responsible:** Wendy Mulligan and Amanda McWilliams

**Evidence Level**

**Level 2: Moderate:**
PLC

**Problem Statements:** Adult Learning Culture 1, 2

### Status Checks

| November | February | May |
|---|---|---|

## Improvement Strategy 2

PLC: Administration together with teacher leaders will attend Clarity training provided by Washoe

County utilizing their materials and slide shows to present a cohesive plan for our school and our partner's school.

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 1 | Administrators and teacher leader team will attend PD provided by WCSD | Amanda McWilliams, Wendy Mulligan, Daryl Dunn, Monet Wilson | ST 2026/27 | |

**Evidence Level**

**Level 2: Moderate:**
PLC's

**Problem Statements:** Adult Learning Culture 1, 2

## Status Checks

**November** **February** **May**

### SMART Goal 1 Problem Statements Identifying Adult Learning Culture

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Our school is always striving to improve engagement and alignment among grade levels. | 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. |

| | | |
|---|---|---|
| 2 | 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. | Count Day is very late, and our district will not give out allocations until they determine if class sizes necessitate those additional monies. |

# Inquiry Area 3 Connectedness

## SMART Goal 1

Students will maintain our current absentee rate of 10% or decrease overall chronic absenteeism by 1% as measured by the BIG reports/warehouse.

**Formative Measures:** School wide absenteeism data and BIG Warehouse
Absentee report

## Improvement Strategy 1

PBIS

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete |
|---|---|---|---|---|
| 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 Amanda Manha (counselor) | SY 2026-27 | |

**Position Responsible:** Teaching staff, Wendy Mulligan, Amanda McWilliams, and Amanda Manha (counselor)

**Evidence Level**

**Level 2: Moderate:**
PBIS

**Problem Statements:** Connectedness 2

### Status Checks

**November** **February** **May**

## SMART Goal 1 Problem Statements Identifying Connectedness

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | 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. | 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. |

# Community Outreach Activities

| Activity | Date | Lesson Learned |
| --- | --- | --- |
| Administrator Kinder Boot Camp | June 2026 | |
| Coffee with Administration | Quarterly | |
| Popsicles with Kinder Teachers | August 7, 2026 | |
| Back to School Night | September 18, 2026 | |
| PFO Meetings | Monthly | |
| Parent Survey | August 28, 2026 | |
| Donuts with new staff | September 19, 2026 | |
| Parent/ Teacher Conferences | October 23-29, 2026 | |
| Fall Festival | October 23, 2026 | |
| Fun Run & Family Picnic | May 14, 2026 | |
| Thanksgiving Outreach | November 2026 | |
| Soroptimist Christmas Outreach | December 2026 | |
| Math Night | Spring 2027 | |
| Northern Nevada Food Bank & Norma Webster Fund | Weekly | |